

IDST 250: Introduction to Civic Engagement and Social Justice

Fall 2021 | Section 9302

T/TR 1:30pm - 2:45pm | McMurrin Hall, rm 314

Instructor: Dr. Brooke Covington

Email: brooke.covington@cnu.edu

Office: McMurrin Hall, rm 201-G

Office Hours: Office hours will be held virtually or in-person. Office hours provide an opportunity for students to meet with their instructor in a low-stakes environment to ask questions, clarify any misunderstandings, discuss course performance, or request feedback on assignments. I want you to come to office hours.

Please view my [Google Calendar](#) to reserve an appointment slot, which will provide the Google Meet link for anyone who would prefer an online meeting. For those who prefer in-person meetings, my office is in McMurrin Hall, rm 201-G.

Office hours will be held:

T/TR: 11:00am - 12:00pm

W: 1:00pm - 3:00pm

Appointment slots are 30 minutes, but you may reserve multiple slots if you think you need more than 30 minutes.

If none of those times work for you, please email me (brooke.covington@cnu.edu) to schedule an appointment outside of office hours.

Course Description: IDST 250: Introduction to Civic Engagement and Social Justice (3-3-0). This interdisciplinary course will introduce students to the theory and praxis of civic and community engagement while exploring foundational principles of social justice. We will explore the differing and sometimes competing notions of community, civic engagement, and social justice at a local, state, national and global level. Our focus, however, will be the local community. In this class, we will meet with local community representatives, explore the social environment of Newport News, and conduct site visits with local community organizations. Through this course, you will be able to explore what it means to be an active and engaged citizen, learn more about the community in which you will be engaged, and identify community partners with whom you could complete service hours. Throughout the semester, we will reflect upon the following questions:

- What does it mean to be engaged in a community? In what communities do we live? How do we define community? How do we determine who is in our community and who is not?
- Why do we “serve?” What is the difference between service and partnership?
- What is the role of social justice in community engagement? How can we address broader social and structural inequalities through community engagement?

- What characterizes the local environment in which CNU is located? Who are the community activists in Newport News/Hampton Roads? What opportunities are available for engagement?
 - What are some common moral/ethical dilemmas associated with community-campus engagement? How do our personal values and social location shape our ideas about “deservingness” and the principles that inform our engagement practices? When do community engagement groups and institutions challenge existing structures of inequality, and when do they (intentionally or unintentionally) reproduce them?
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Learning Objectives: By the end of the semester, you should be able to:

- Apply knowledge and skills of social justice principles to benefit others or serve the public good across contexts and experiences;
- Identify best practices for community engagement and apply those practices to collaborations with community partners and allies;
- Deconstruct diverse perspectives on issues of equity, inclusion, and social justice;
- Reflect on and cultivate your awareness of the local community, your place within the community, and the local knowledges and histories that support and sustain our community;
- Create collaborative, community-driven, and public-facing texts (broadly construed) that demonstrate a commitment to public good.

Required Texts: The following textbook is required for this course:

Title: *Ella Baker's Catalytic Leadership: A Primer on Community Engagement and Communication for Social Justice*

Author: Patricia S. Parker

ISBN: 9780520300910

Available for purchase or rent through the CNU Bookstore or [Amazon](#). Also available open-access through CNU Libraries: <https://read.cnu.edu/record=b2455562>

Additional readings are posted under “Readings” in our Shared Google Drive. Please familiarize yourself with our course’s Google Drive folder, which is a collaboration tool we will use throughout the semester.

Assignments:

Participation/Critical Reflection

The success of this course relies heavily on student participation and critical reflection. As such, you will be expected to participate in some meaningful way in every class meeting. In this course, though, participation can take many forms. Certainly, students are encouraged to participate by engaging with other students during in-class discussions and activities. However, you may also use our critical reflection prompts to demonstrate your active participation in class and engagement with the course materials. There is also the Current Event Portfolio where students can use commenting to demonstrate their engagement and participation.

Weekly Reflections to our Current Event Portfolio blog (<https://idst250.edublogs.org/>)

In this course, students will be responsible for submitting weekly current event reflections to our course blog and commenting on at least two other student submissions to the blog. This assignment will help students learn more about the pressing issues faced by those living in the Hampton Roads area and the efforts being made to overcome those issues. These reflections also provide an opportunity for students to experiment with some of the social justice and community engagement principles we discuss in class.

Beginning in Week 3 and continuing through Week 7, students must share a current event (news article, press release, etc.) to our course blog and describe how the event connects to our learning objectives. These current events can and should vary in terms of content and focus, but events must be related to the Hampton Roads area. Each week, students must also provide a substantive, meaningful comment on at least two other blog posts. Students can learn more about the specific requirements for current event blog posts by reading the assignment description under “Assignments” in our Shared Google Drive or in Scholar.

Community Engagement Philosophy

This assignment invites students to write a Community Engagement Philosophy that describes how our course materials (readings, discussions, active listening exercises, etc) inform their personal approach to community engagement. Each student’s Community Engagement Philosophy should integrate what we have read, discussed, and engaged with in class into a series of guiding principles for how to ethically and responsibly engage with community partners and allies on pressing issues.

Creating a Community Engagement Philosophy is an important first step in cultivating collaborative, reciprocal, and respectful relationships when engaging with the community. This assignment gives students an opportunity to take stock of what truly matters in community partnerships and which principles will guide the work they do within those partnerships.

Podcast (Group Assignment)

For this assignment, teams of students will create, edit, produce, and publish a 15-20 minute podcast on a topic relative to the Hampton Roads community. Your team’s podcast episode might investigate local social justice initiatives, the relationship between the university and community, current events that demand increased attention, or even the history of this place and its impact on the present and future.

Your podcast must include at least 3 references to materials we’ve read or discussed in class, and you must include the voice of at least one community member who your team has interviewed for the podcast. Students can learn more about the specific requirements of the podcast by reading the assignment description under “Assignments” in our Shared Google Drive or in Scholar.

Grade Distribution

- Participation (100 points total)
 - In-class discussions, reflections, and group activities
- Reflections to Current Event Portfolio (100 points total)
 - 5 blog posts (20 points each)
- Midterm: Community Engagement Philosophy (250 points total)
 - Rough Draft (50 points)

- Peer Review of Rough Draft (50 points)
- Final Draft (150 points)
- Final Group Project: Podcast Episode (550 points)
 - Group Contract (50 points)
 - Episode Proposal (100 points)
 - Interview Protocol & Transcription (100 points)
 - 20-minute Podcast Episode (300 points)

Full assignment descriptions are available under Assignments in our Shared Google Drive and in Scholar.

Grading Scale:

1000 - 930: A	869 - 830: B	769 - 730: C	669 - 630: D
929 - 900: A-	829 - 800: B-	729 - 700: C-	629 - 600: D-
899 - 870: B+	799 - 770: C+	699 - 670: D+	599 -0: F

Principles of Community: All learning environments rely on a set of principles for how we will interact with each other as members of a learning community. The following principles will guide our interactions throughout the semester. These are commitments we all agree to exhibit and maintain in our classroom space (be it virtual or actual). Should you find that you are struggling with any of these principles of community, please schedule a time to meet with me to discuss alternative ways to meet these expectations.

Together, we will decide if there are additional principles we would like to add to the list.

The Classroom as a Brave Space: Because all writing is rhetorical, it often involves issues of power concerning race, gender, and marginalized populations. I ask that every student enter the classroom with a commitment to open dialogue and mutual respect. Please pay attention to the University Statement on Diversity and Inclusion listed below and remember that we pledge to uphold these principles in all our interactions with each other. My goal for our class is to foster a brave space, one where every student feels welcomed and supported, but also challenged. It is an unfortunate reality that there are very few “safe” spaces where every person’s voice can be heard without fear of backlash; the notion of a brave space is a closer reflection of the world that college should be preparing students to enter. In brave spaces, we recognize that the classroom itself is a rhetorical situation, one that is racialized and gendered in ways that impact our interactions. In our course, I hope that we can confront those issues and commit to bravely venturing into difficult discussions so that meaningful learning can occur.

University Statement on Diversity and Inclusion: The Christopher Newport University community engages and respects different viewpoints, understands the cultural and structural context in

which those viewpoints emerge, and questions the development of our own perspectives and values, as these are among the fundamental tenets of a liberal arts education.

Accordingly, we affirm our commitment to a campus culture that embraces the full spectrum of human attributes, perspectives, and disciplines, and offers every member of the University the opportunity to become their best self.

Understanding and respecting differences can best develop in a community where members learn, live, work, and serve among individuals with diverse worldviews, identities, and values. We are dedicated to upholding the dignity and worth of all members of this academic community such that all may engage effectively and compassionately in a pluralistic society.

If you have specific questions, suggestions or concerns regarding diversity on campus please contact Diversity.Inclusion@CNU.edu

Online Etiquette (in the event we have to meet online): Each student agrees to abide by the following online etiquette guidelines whenever the course meets online:

1. Keep your camera turned on during course meetings, and make sure you have a professional background (whether actual or simulated).
2. Stay on task and participate in the course discussions. If this were a real workplace, the expectation for meetings would be that you contribute your perspective and collaborate with your colleagues.
3. Make sure your microphone is turned off when you are not speaking.
4. Avoid engaging in disruptive activities that you would not normally do during an in-person class; this includes:
 - a. Cooking or other household chores
 - b. Vaping, smoking
 - c. Walking around your home
 - d. Watching television or playing video games
 - e. Anything else you would not do during an in-person course

Late Work: As a rule, I do not accept late assignments because my goal is to help prepare you for the demands of college and the workplace. However, should an emergency situation arise (and I hope one doesn't for you), please contact me immediately via email. We will meet in person or online to discuss how to handle the situation, which more than likely will be a slight extension to the assignment deadline.

If for any other reason you won't be able to meet an assignment deadline, contact me via email at least 24 hours before the assignment is due. We will arrange to meet and discuss an appropriate grade reduction, as well as develop an action or time management plan if you like. If you turn in an assignment late without notifying me first, I cannot guarantee you will receive any points. The goal of this policy is to prepare you for workplace expectations; people who don't meet deadlines and don't alert their colleagues tend to make undesirable employees.

Honor Code: All students must abide by CNU's Honor Code, which states:

On my honor, I will maintain the highest standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.

Any work you submit for this course must be new and original work. You may not recycle old assignments or copy another's work. Any outside resources you consult for an assignment, you must properly cite the original author. If you decide to collaborate with another student on any assignment in this course, you must obtain my permission first. Please contact me if you have any questions concerning academic integrity and plagiarism.

Technology: Your success in this course relies on having access to reliable internet and technology both in and outside of the classroom. All readings, assignments, activities, and collaborations will occur online, so please be sure to bring your laptop or tablet to each class meeting. As a standard of practice for this course, we all commit to using our technology in a responsible manner, which means remaining on task during class time and interacting with one another professionally in digital environments.

Well-being: We are all aware that this course is being held during a global pandemic, which brings with it a set of guidelines that none of us are used to in the classroom environment. Regardless of our personal feelings about the pandemic, one of the most crucial principles of community that we commit to this semester is to value our own and others' well-being. We must all conduct ourselves in a responsible manner, which means following state and local guidelines, especially the health and safety protocols specific to COVID-19. The following guidelines have been issued by Christopher Newport University. Any person who fails to comply with these guidelines will be asked to leave the classroom environment immediately.

Safety Protocols Specific to COVID-19 and Academic Instruction:

Offering in-person instruction on campus requires everyone to take individual responsibility for reducing the risk of exposure for all campus community members both inside and outside the classroom. Irresponsible behavior jeopardizes not only your own health, but also that of your fellow students, friends, professors and advisors, and members of our staff. Therefore, you are expected to learn and diligently follow the safety protocols required by the University at all times. The following protocols apply specifically to instructional spaces and academic buildings.

Prior to leaving their residence hall room or home, students should:

- conduct daily health screenings; and
- pack CDC-approved face covering(s)

Students cannot enter instructional spaces or academic buildings if they:

- are experiencing symptoms of any illness, regardless of whether they believe the illness to be COVID-19;
- are in isolation while waiting for COVID-19 test results;
- have been directed to quarantine by a University or health department official; or
- have been diagnosed with COVID-19 and have not been approved to return to campus by a healthcare provider.

All students must comply with safety protocols established by the university while inside

instructional spaces, common areas, and offices. These protocols are subject to change, but as of 16 August 2021 include:

- attend only the classes and sections in which they are officially enrolled;
- sit in their assigned seats or work at their assigned stations every class period;
- wear a CDC approved face covering at all times* (face coverings should cover the nose and mouth, be secured under the chin, and fit snugly against the sides of the face);
- use additional personal protective equipment as required for specific classes;
- refrain from sharing personal materials, such as pens, textbooks, etc., with others;
- follow all directional signs; and
- follow directives regarding office hours and advising appointments.

*Students who have received an exemption from the face covering requirement for health reasons must present the proof of the exemption provided by the Office of Student Affairs to the instructor upon entering the instructional space.

Because non-compliance potentially endangers others, faculty members:

- are authorized to instruct anyone in non-compliance with safety protocols to correct the non-compliance or immediately leave the instructional space; and
- may submit referrals to CHECS to report non-compliance with safety protocols.

Faculty members may submit referrals through the Captain's Care Program to report absences as a way of identifying students who may have become ill. It would be appropriate to do so when students have not attended class or communicated with the faculty member in any way for a period of one week or longer.

Success: I want you to succeed in this course and at Christopher Newport. I encourage you to contact me during office hours or to schedule an appointment to discuss course content or to answer questions you have. During the Coronavirus pandemic, our conversations may need to be via electronic means. If I become concerned about your course performance, attendance, engagement, or well-being, I will contact you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

Rules for Engagement: These we will write together on the first day of class, and if need be, we can return to this list throughout the semester to make adjustments.

1. We will be unafraid of asking questions.
2. We will strive to use each other's preferred names and pronouns during all interactions.
3. We will engage in active listening whenever anyone speaks in class.
4. We understand that there are multiple truths and they all have value; we will avoid generalizing and speak from our individual experiences.
5. We will commit to *not* escalating situations.
6. We will assume good faith and ask for clarification.
7. We will remain open-minded.
8. We will work together and help each other.
9. We will protect the privacy of this space.

10. We will be mindful and respectful of everyone but we are all learners and at different stages in that learning process.
 11. We will pause, reflect, think before we speak.
 12. We will share the burden and the reward of group work.
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Academic Support Services: The Center for Academic Success (<https://cnu.edu/academicsuccess/>) offers free tutoring assistance for Christopher Newport students in several academic areas. Center staff offer individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your work as well as provide assistance with global tasks. Contact them as early in the writing process as you can!

You may contact the Center for Academic Success to request a tutor, confer with a writing consultant, obtain a schedule of workshops, or make an appointment to talk with a staff member about study skills and strategies. The Center is located in Christopher Newport Hall, first floor, room 123. You may email academicsuccess@cnu.edu or call (757) 594-7684.

The Center for Career Planning (<https://cnu.edu/careerplanning/>) also provides a range of resources to help students prepare for career success. Your post-CNU success is important and is dependent upon how you use your time in and out of class. These services include a resume referral service, job search skills, on-campus employment interviews, job search lists and vacancies, and fall graduate school and spring career fairs. You can even schedule individual meetings with CCP staff. Schedule an appointment and find out about CCP events at cnu.joinhandshake.com. The Center for Career Planning is located in Christopher Newport Hall, third floor, room 305. You may email ccp@cnu.edu or call (757) 594-7684.

Disabilities: In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Jacquelyn Barnes, Student Disability Support Specialist in Student Affairs (594-7160) to discuss your needs.

Students with documented disabilities are to notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with the reasonable accommodations approved and directed by the Office of Student Affairs. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

Course Materials: All content created and assembled by the faculty member and used in this course is to be considered intellectual property owned by the faculty member and Christopher Newport University. It is provided solely for the private use of the students currently enrolled in this course. To ensure the free and open discussion of ideas, students may not make available any of the original course content, including but not limited to lectures, discussions, videos, handouts, and/or activities, to anyone not currently enrolled in the course without the advance written permission of the instructor. This means that students may not record, download, screenshot, or in any way copy original course material for the purpose of distribution beyond this course. A violation may be considered theft. It is the student's responsibility to protect course material when accessing it outside of the physical classroom space.

Course Schedule:
 *Subject to Change

DATE	IN CLASS	HOMEWORK (due next class)
Week 1		
T. Aug. 24	Introduction to Course and Each other Superhero activity Collage Activity	Work on H Collage Read Assignment Prompts Return signed FERPA permission slip
Th. Aug. 26	Introduce major assignments Reflection: H Collage Present our collages	Read excerpts from Readings for Diversity and Social Justice (35 pages total: p. 27 - 49; 621 - 634) PDF in Readings folder in Shared Google Drive
Week 2		
T. Aug. 31	Watch "The Danger of a Single Story" Discussion/Activity: Personal and Social Identities	Peggy McIntosh " White Privilege: Unpacking the Invisible Knapsack " Create your own invisible knapsack-- follow this prompt Begin reading Kimberlé Crenshaw's " Mapping the Margins " (this is LONG, ~60 pages, please give yourself time to complete this reading)
Th. Sept. 2	Activity: Unpacking our Privilege Knapsacks Reflection on Privilege, Oppression, and Allyship	Finish reading Kimberlé Crenshaw's " Mapping the Margins " (this is LONG, ~60 pages, please give yourself time to complete this reading)
Week 3		

T. Sept. 7	<p>Listen to Crenshaw interview</p> <p>Discussion of Intersectionality</p> <p>Reflection: intersectionality</p> <p>Framing of homework assignment</p>	<p>Listen to Snap Judgement's Outbreak at San Quentin episode</p> <p>You may listen at the link above, or by using Spotify or Apple Podcasts.</p> <p>As you listen, reflect on this Active Listening Prompt.</p>
Th. Sept. 9	<p>Discuss podcasting assignment</p> <p>Analyze episode</p>	<p>Read Introduction and Chapter 1 (p. 1 - 36) of <i>Ella Baker's Catalytic Leadership</i></p>
<p>Don't forget to post current event reflection to Current Event Portfolio by Sunday at midnight! Each student must comment on two other posts by class time on Tuesday.</p>		
<p>Week 4</p>		
T. Sept. 14	<p>Discussion of EB</p> <p>Activity: Community Engagement Philosophy</p>	<p>Read Chapter 2 (p. 37 - 57) of <i>Ella Baker's Catalytic Leadership</i></p>
Th. Sept. 16	<p>Discussion of EB and participatory research methods</p>	<p>Catch up on your reading of EB</p>
<p>Don't forget to post current event reflection to Current Event Portfolio by Sunday at midnight! Each student must comment on two other posts by class time on Tuesday.</p>		
<p>Week 5</p>		

T. Sept. 21	NO CLASS; GO PARTICIPATE IN THE CLOTHING DRIVE	Read Chapter 3 (p. 58 - 93) of <i>Ella Baker's Catalytic Leadership</i>
Th. Sept. 23	Discuss Ella Baker, get back on track	Finish <i>Ella Baker's Catalytic Leadership</i> (p. 94 - end)
Don't forget to post current event reflection to Current Event Portfolio by Sunday at midnight! Each student must comment on two other posts by class time on Tuesday.		
Week 6		
T. Sept. 28	Wrap of EB Writing Studio Day: Work on Community Engagement Philosophy Submit Community Engagement Philosophy draft to peer review group by end of class	Complete Peer Review Assignment by class time on Thursday, Sept. 30
Th. Sept. 30	Peer Review: Community Engagement Philosophy	Read Phillip Hamilton's "Race, Politics, and Education in Tidewater Virginia: Christopher Newport College and the Shoe Lane Controversy of 1960-63" Community Engagement Philosophy due Thursday, Oct. 7 by class time
Don't forget to post current event reflection to Current Event Portfolio by Sunday at midnight! Each student must comment on two other posts by class time on Tuesday.		

Week 7		
T. Oct. 5	<p>SITE VISIT:</p> <p>Meet in classroom, walk to the Shoe Lane Marker</p> <p>GUEST SPEAKER: CNU Professor Dr. Phillip Hamilton</p>	<p>Listen to episodes 1 & 2 of 1619 podcast</p> <p>Complete Podcast Rubric reflection</p>
Th. Oct. 7	<p>Community Engagement Philosophy due Thursday, Oct. 7 by 11:59pm</p> <p>Discussion of 1619</p> <p>Podcasting Assignment; team introductions</p> <p>Introduction to Newport News</p>	<p>Podcast: This American Life, Episode 512: "House Rules": https://www.thisamericanlife.org/512/house-rules</p> <p>Article: Ta-Nehisi Coates: "The Case for Reparations": https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p> <p>Interview: Fresh Air interview with Richard Rothstein: https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america</p> <p>Group Contract due Thursday, Oct. 14 by class time</p>
NO CURRENT EVENT POST THIS WEEK!!!		
Week 8		
T. Oct. 12	FALL BREAK NO CLASS	<p>FALL BREAK NO CLASS</p> <p>Podcast: This American Life, Episode 512: "House Rules": https://www.thisamericanlife.org/512/house-rules</p>

		<p>Article: Ta-Nehisi Coates: "The Case for Reparations": https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p> <p>Interview: Fresh Air interview with Richard Rothstein: https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america</p> <p>Group Contract due Thursday, Oct. 14 by class time</p>
Th. Oct. 14	<p>GUEST SPEAKER:</p> <p>Dr. Johnny Finn, redlining and the Hampton Roads</p>	<p>Listen to episode 3 & 4 of 1619 podcast</p> <p>Work on Podcast Proposal</p>
Week 9		
T. Oct. 19	<p>Discuss 1619</p> <p>Podcast Planning and Brainstorming session</p>	Work on Podcast Proposal
Th. Oct. 21	Podcasting	Podcast Proposal due Sunday, Oct. 24 by 11:59pm
T. Oct. 26	<p>Group Meetings with me about Podcast Proposals</p> <p>Team 1: 1:30 - 1:45</p> <p>Team 2: 1:50 - 2:05</p>	<p>Read PDF on Conducting Interviews</p> <p>Work on Interview prep</p>

	Team 3: 2:10 - 2:25 Team 4: 2:30 - 2:45	
Th. Oct. 28	Interviewing and podcasts	Interview questions due by class time on Thursday, Nov. 4
Week 11 TBD based on needs		
T. Nov. 2	GUEST SPEAKER: Johnnie Gray, CNU Media Center, logistics of podcasting	Interview questions due Th. Nov. 4
Th. Nov. 4	Podcast Planning/Work Session	Contribute possible intro/outro music and opening statement to Planning Document by T. Nov. 9
Week 12 TBD based on needs		
T. Nov. 9	Select our intro/outro music and craft opening statement	
Th. Nov. 11	Audacity Training Session/Transcribe	Interview transcript due by Sunday, Nov. 14 at 11:59pm
Week 13 TBD based on needs		
T. Nov. 16		
Th. Nov. 18	Episode Outline/Script	
Week 14 TBD based on needs		
T. Nov. 23	Peer Review of podcast episode draft	Work on finalizing podcast episode
Th. Nov. 25	NO CLASS THANKSGIVING BREAK	ENJOY TIME WITH FAMILY AND FRIENDS!

Week 15		
T. Nov. 30	Listening Party	
Th. Dec. 2	Listening Party and Course Wrap-up	Finalized podcast episode, notes, cover art, and peer evaluation due by exam time