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| mage result for ccny logo | **English 21007/Section D2**  **Writing for Engineers**  **Spring/2017**  **Classroom:SH 376**  **Class Meeting Times: M W 12:30-1:45 PM Instructor: Julianne Davidow**  **Contact Information: jdavidow@ccny.cuny.edu**  **Office Location: NAC 6/321**  **Office Hours: M 2-3 Other times by appointment** |

**This is a hybrid course,** so a portion of our class time will be spent online instead of in the classroom. The Monday session is always in person; but **most (not all) Wednesdays, eight sessions in total, you will complete work online in addition to working on other assignments**. These online sessions are clearly indicated in the schedule, and I will also remind you both in person and via Blackboard and email announcements.

You will need to spend **at least** one hour online and working on your own for each day that we do not meet in person. **You will need to complete your initial online posting by the time announced for each post, usually Friday at 12 noon (unless I give an extension).** But you will need to log on to Blackboard daily to engage in discussions and to make sure that you see all announcements and updates.

I will be checking in online frequently, and I will try to answer email questions within 24 hours. There will also be a Q&A forum on Blackboard. For email questions, please **fill in the course name within the subject** **line.**

The online assignments and discussions will be based on a reading either from the text or ones which I will supply, or that you will find on your own. You need to complete these online assignments **by the time stipulated for each posting** in order to be marked present for that class time and to gain the necessary points for your grade. **It’s extremely important** for you to attend all in person meetings as well, as this is the time when we will work on the most difficult assignments for the course.

**In this class it is even more important than in a face to face class for you to carefully read all of the assigned materials,** as you will analyze and discuss the information for the benefit of all class members. I think this can be a great opportunity for everyone to learn important skills and strategies for your careers.

**Online Classroom**

**We will discuss the online classroom in our first face to face meeting. But here is an overview:**

**Announcements**: I will make announcements on a weekly basis which will be posted on Blackboard. In addition, I will send them via email, so please check your City College email accounts frequently.

**Course Materials:** This area will contain folders for each week of the course. I will be updating this folders so please check them regularly. The folders will contain assignment instructions and other helpful information such as links to resource sites, articles, or style sheets.

**Discussion area:** There will be an introductions forum for everyone to post an introductory message. I hope you will also include an avatar so we can see each other’s photos. Instructions are provided on how to create an avatar for the website in the introductory folder.

**There will be one discussion board per week** for the weeks in which we meet only once, which will open the day of our face to face meeting, usually on a Monday.On the syllabus are instructions for posting and assignment sheets will be provided as well.

**Q&A forum:** There will also be a Q&A forum for you to post any questions or concerns.

Bottom of Form

**Course Description**

This course will help you to hone the critical reading and thinking, research, and writing you will need to succeed in all of your writing courses and specifically in your engineering courses. This course is also preparing students to write as engineers in professional environments. We will examine, analyze, and create various types of technical communication such as: memos, letters, instructions, definitions, descriptions, designs, proposals, and presentations. You will learn to synthesize information, find answers, and present ideas to some of the different audiences you will encounter. Learning to write well will enable you to present yourself in the best possible light in all situations. You will learn how to communicate your knowledge, plans, and ideas in a professional manner.

**Course Learning Outcomes:**

* acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
* enhance strategies for reading, drafting, revising, editing, and self-assessment
* negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
* develop and engage in the collaborative and social aspects of writing processes
* engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
* formulate and articulate a stance through and in your writing
* practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
* strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

# Required Material

*Technical Communication* by Mike Markel, 11th edition, Bedford/Saint Martin’s (book or electronic copy)

City College Blackboard: Other reading and writing materials, PowerPoint slideshows and videos will be posted online on BB during the semester. **Please Note: You must use your CCNY email address in Bb (log in to the CCNY Portal, click Blackboard, then Update Email in the Tools menu). If you add a non-CCNY domain email address in this window, you will not receive important course announcements.**

# Assignment Grade Weights

Low-stakes, in-class and online assignments 15%

Formal Letter of Introduction 5%

Lab Report (Chapter 19) 15%

Technical Description (Chapter 20) 20%

Final Project

Engineering Proposal (Chapter 16) 15%

Presentation (Chapter 21) 10%

Digital Portfolio 20%

\*Every assignment requires a Self-Reflection essay, which will refer to the Course Learning Outcomes. You will use these brief Self-Reflections to write your final Self-Assessment Essay for your digital portfolio.

**Letter Grades & Corresponding Points For Percent**

A+ = 100-97 points

A = 96.9-93

A- = 92.9-90

B+ = 89.9-87

B = 86.9-83

B- = 82.9-80

C+ = 79.9-77

C = 76.9-73

C- = 72.9-70

D+ = 69.9-67

D = 66.9-63

D- = 62.9-60

F = Below 60

**Course Policies**

**CCNY’s Statement on Community Standards**

<https://www.ccny.cuny.edu/studentaffairs/community-standards>

**CCNY Resources for Student Writers:**

**Writing Center:** Our [CCNY Writing Center](http://www1.ccny.cuny.edu/prospective/humanities/writingcenter/index.cfm) is a valuable resource for every CCNY student. Computers and printers are available for independent student use. **I urge you to take advantage of the Writing Center and review with them your major (or any) assignments before submitting them to me. Every student needs someone to read his or her work before submission. Having a ‘second pair of eyes’ is of utmost importance. Take a print of your writing draft plus the description of the assignment with you and ask the tutor to help you to improve your writing.** You have paid for this service with your tuition, so use it. Every professional or beginner writer needs a second reader, or editor. Bring an admit slip from your tutor for me. I will consider this as an extra point/credit.

\***The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.** Visit us whenever you need someone to listen to your ideas, discuss your topics or assignments, and read your drafts. Writing consultants will work with you on planning, drafting, and revising — all of the important steps in your writing process.

<http://www.ccny.cuny.edu/writing/>

* The Writing Center:

Tel:(212) 650-8104

E-mail: writingcenter@ccny.cuny.edu.  
Address : 160 Convent Avenue, New York, NY 10031

Location: NAC Building, 3rd Floor South, entrance from Amsterdam Ave. Plaza

**Libraries:** CCNY has several libraries that you can use: [Cohen Library](http://library.ccny.cuny.edu/main/?page_id=47) in the NAC building (enter from 2nd floor rotunda) the [Science and Engineering Library](http://library.ccny.cuny.edu/main/?page_id=105)

in Marshak Science Building (Room J29), the [Music Library](http://library.ccny.cuny.edu/main/?page_id=138) in Shepard Hall (Room 160), the [Architecture Library](http://library.ccny.cuny.edu/main/?page_id=6) in the Spitzer School of Architecture, the [Dominican Library](http://www.ccny.cuny.edu/dsi/dominican-library.cfm) (NAC 2/202). Go to the CCNY Library Home Page and click on the drop-down menu "Divisions" to find a list of all CCNY libraries with locations and hours of operation.

**Computer Labs:** Several computer labs are available to students at CCNY. For a full list of these labs, go to <http://www.ccny.cuny.edu/it/hours.cfm>

**Free Access to Microsoft Word:** <https://citymail.ccny.cuny.edu/pdf/About-Office-365.pdf>

**Free Access to *The New York Times*:** <https://myaccount.nytimes.com/verification/edupass>

**ENGL 21007 Writing Assignments**

**Writing Assignments:** Students should submit a **print copy** of all their core writing assignments in person. Writing assignments should be typed in Times New Roman or in Palatino 12-point font and printed on 8 x 11" paper. Use 1-inch margins at top, bottom, left and right. All documents should be double spaced. Use one side of the page only. Always write your name on every page. Also, write the date and the name of the assignment in the top of the left corner of the first page, if no title page is required.

Use Microsoft Word to prepare your documents. If you cannot access Microsoft Word, you can type a document in **Google Drive** and then download a document to your computer. You can print a Google document directly from Drive and you can share a document with me via Google Drive.

**You will use APA format for all your citations (pp 616-632 in the text).**

**Reading Assignments:** You will be asked to read chapters from our textbook and other sources. All reading assigned must be completed for the due date. Quizzes and in-class/online writing assignments based on readings will be assigned.

**On-time Assignment Submissions:** All writing assignments should be in your hands at the beginning of a class meeting on submission due dates. Do not arrive late even if you have been completing an assignment. If an emergency situation (e.g., a transportation issue, a family matter, or a work schedule problem) or a health condition prevents you from attending a class, you are responsible for submitting your work by email on the due date by the end of the day (midnight). Bring a print copy to the next class session that you attend.

**Late Submissions and Grade Penalties:** Grades for assignments submitted late might be reduced. This will be determined on a case-by-case basis.

**Submission of Revised Drafts:**

“Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something -- anything -- down on paper. A friend of mine says that the first draft is the down draft -- you just *get it down*. The second draft is the up draft -- you *fix it up*. You try to say what you have to say more accurately. And the third draft is the dental draft, where you check every tooth, to see if it's loose or cramped or decayed, or even, God help us, healthy.”

– Anne Lammott, *Bird by Bird: Some Instructions on Writing and Life*

You will be required to revise most of your formal writing assignments. Second drafts should be submitted with first drafts attached at the back. Label each draft as "first draft," "second draft," "third draft," or "final draft" in the upper left corner of the first page. Prepare these packets before you arrive to class by stapling papers together.

Submitting multiple drafts removes the stress of getting it “100% right” on the first try. There are no point reductions for imperfect drafts. These are meant to help you to clear your vision of what you are writing in order to get it to that perfect point!

**Plagiarism and Academic Dishonesty:**

Plagiarism involves a variety of practices that are not acceptable in college courses. These practices are described in the CUNY Policy on Academic Integrity. Read the full policy here: <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>

You can learn more about plagiarism by reviewing the slides in an individual tutorial on the W.W. Norton web site: <http://www.wwnorton.com/college/english/write/writesite/research/plagiarism_tutorial.aspx>

Here are five practices defined as plagiarism in the CUNY Policy on Academic Integrity:

* Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
* Presenting another person’s ideas or theories in your own words without acknowledging the source.
* Using information that is not common knowledge without acknowledging the source.
* Failing to acknowledge collaborators on homework and laboratory assignments.
* Submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

**Unethical Practices** described in the CUNY Policy on Academic Integrity also include cheating and obtaining unfair advantage. Read the full policy for information on these practices.

**Sanctions for Student Violation of CUNY's Policy on Academic Integrity** can be found in the CUNY Policy on Academic Integrity. Read the full policy to learn about our college's approach to addressing student violations of academic integrity.

**Course Policies**

**Attendance**

We will follow the college-wide attendance policy. **The maximum allowable class absences are four. If you must miss a class, you are required to email me to notify me of your absence and of your reasons for missing class.** However, since this is a hybrid class any class absences will make it extremely difficult for you to succeed. DO NOT miss classes unless it is an emergency situation.

Students are expected to attend every class session of this course and to **be on time**. **If you** **arrive 15 minutes late you will be counted as absent** (unless you notify me beforehand and have an excellent reason). If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I’m happy to work with you to help you complete this course.

**Participation:** All students are expected to be prepared for each class session and to participate either in discussions, in partner work, or in small groups.

**Cell Phone Use:** Cell phones should be turned to silent and put away during class.

**Computer and Tablet Use:** If you wish to use a laptop computer or tablet during class in order to write notes or look up information, please consult with me.

**Leaving classroom while class is in session is not permitted.** If you have an emergency or health issues, inform me and an accommodation will be made for you.

**Eating and Drinking:** You may have a drink. No eating in class.

**Student Support Services**

**Gateway Advising Center**, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

**AccessAbility Center Tutoring Services,** NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

**SEEK Peer Academic Learning Center,** NAC 4/224

Phone: 212-650-5786**;** email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

**Additional Policies**

* Bring a paper notebook to every class for in class writing assignments and note taking.
* For every reading assignment you will take notes in your notebook and be prepared to discuss or lead a discussion on what you’ve written.

**Full Assignments**

Grading rubrics will be provided for each assignment.

**Blackboard assignments and discussion postings (15%)**

You will need to post to the blackboard discussion on time in order to receive credit for the assignment. Your posts should address the topic in question fully. When you respond to others’ posts, you must comment on what they have written, by explaining why you agree or disagree with their posts. Comment first on what worked for you, and only then make courteous suggestions. Word minimums for post are written for each assignment.

**Letter of Introduction (5%)**

Write a professional letter to me about your life, your experiences, your achievements, your talents. What is your major in college and how does your major connects to your professional goal(s)?

Where are you from? How do you want me to see you? Write about your challenges as well as your successes. How do you imagine your future place in the world of engineering? What are some of the engineering challenges you would like to be involved with?

Format: Put the sender’s and receiver’s addresses on the top. Put the date. This is a formal letter, addressed to me (use the school address), and signed at the end by you. Type in 12 point New Times Roman font, normal margins and double spaced.

Minimum 2 pages.

Self-Reflection 1 page (due with second draft).

**Technical Description (Chapter 20) (20%)**

You will write a description of a simple technological item.

Choose one that you are particularly interested in and explain its purpose. Think carefully about your choice. Descriptions of objects, mechanisms, and processes appear in virtually every kind of technical communication. In addition, instructions are also frequently used.

1. Choose a simple technological item and a specific brand for description: a Swingline stapler, an Apple earphone, a Parker pen, a … Topics will be determined in class.
2. Divide the item into its components: parts and subparts. Then describe each part and subpart in details.
3. Take pictures, and label them. If you use images from the Internet, proper citation is needed. Give every picture a figure number and a caption.
4. Your Tech Description will have the following elements:
   1. Title page/coversheet
   2. Outline of the Contents
   3. Introduction. You’ll have to discuss the history of the innovation. You’ll discuss the innovator, the need for the innovation, and all relevant history and background information.
   4. Body: The actual Technical Description of the innovation including the parts and descriptions. You will have to determine a logical structure: top, middle, bottom, or exterior and interior parts, etc. Arrange the content in an outline format. Use Illustrations/ images and cite them.
      1. You may want to add another section on how the item functions or can be used.
   5. Conclusion
   6. References page.
5. Research will be involved.  References (AND PROPER CITATION) will be mandatory.
6. Review the section in the course reader on Technical Description for more instructions.

Minimum 5 pages. More pages may be necessary.

Self-Reflection 1-2 pages (due with second draft).

**Lab Report (Chapter 19) (15%)**

You will analyze a lab report based on the example in Chapter 19. You must include all of the elements outlined in this chapter

The lab report is based on scientific or engineering research. Based on your major and your academic interest, choose the topic of your choice. Use a search engine to locate two lab reports. Annotate them, as the lab report in this chapter is annotated. Analyze the reports and discuss each of the eight elements described in the chapter (p. 517). Compare and contrast the elements in the reports. In what ways do they follow the format described in this chapter? If the reports differ from this format, and from each other, why do you think the authors chose to present information in the manner they did?

Your analysis will have an introduction and a conclusion. It must contain a thorough analysis of each of the eight elements described in this chapter.

Staple the two lab reports to your analysis.

Minimum 5 pages.

Self-Reflection 1-2 pages (due with second draft).

**Engineering Proposal (Chapter 15) (15%) + Presentation (Chapter 21) (10%)**

Your group will be determined in class and, hopefully, by discipline. The assignment is a group/oral report of a proposal for a creative engineering innovation. In your group, identify a void or a need for **a specific engineering innovation,** the design and production for which you will conceive and propose. If it helps, “Think globally, act locally.” Think geographically if you need. A specific innovation may have a global use, but for the sake of your project you can apply it to a micro scale. For example,… let’s pretend the hybrid car doesn’t yet exist, but you want to build it. Well, concentrate on designing one car; don’t concern yourself with changing all automotive vehicles in the world. Many of you already have come up with “globally concerned solutions” to air quality control or energy conservation… I ask you to focus on “cleaning up the air in one neighborhood, one city,” “altering the means of energy use and conversion in one building, not an entire city or world.” (Questions? Confusion? Ask.)

The Assignment:

* Your proposal will have two components: the written proposal, and the oral presentation.
* The written proposal will have several logical components as described in class.
* Your written proposal will have an introduction. The introduction will introduce “the need for this innovation or the void that this innovation fulfills or the need for an engineering-based improvement on an already existent innovation, AND all the existent circumstances of ‘the technical environment’ that are effected by or effect the innovation.”
* You will need another section addressing: engineering innovations that have been proposed but would not worked, or innovations that are in effect but do not work. Basically, you will have to put yourself in the position to shoot down other proposals or similar, but deficient, innovations in the field. Think of faulty bridge designs for example… This section of the proposal is somewhat *elastic*. Not every group will have the same need for this section, obviously.
* And then you will need to write the technical description of your innovation. This will include graphics and spec sheets. We all know what the Tech Description is.
* You will need to write the process of the innovation of itself, and the process of building the innovation. You will be required to address COST, TIME, MATERIALS, DESCRIPTION OF MATERIALS, LABOR-POWER… and all other necessary and important factors. (These components can be rough estimates and theoretical if need be. You can draw this information from the production and data of similar and previously invented innovations.)
* Your proposal will have a presentation component. YOU WILL NEED PRESENTATION MATERIALS. You can use charts, pictures, graphs… You can supply handouts. You can use the dry-erase or chalk boards. You will manufacture your own poster-board-style presentations materials…
* Every member of your group (for which you will have a name) will participate in the presentation. You will be required to report what each member of the group did for the project.
* Your classmates will challenge and ask questions if they like.

You will notice there are several components to the project. You will have to determine among yourselves who will be responsible for which project components. Identify individual strengths and work with those. Who is your team leader? Who’s the best speaker? Who’s best and most familiar with PowerPoint? Who’s the best writer?…

You will produce your own work at home but turn your work and production into your group in class-workshop sessions to have your material commented on, proofread, edited, changed, etc. by your group. (You will work and conceive in class and over email – but produce at home.)

Project objectives:

* Innovation
* Process
* Group work
* Oral presentation
* Overall thoroughness and logic of proposal structure

Groups will present over the final three days of class for the semester.

Proposal Minimum 5 pages.

Self-Reflection 1-2 pages (due with second draft). Each person will write his or her own reflection.

**Digital Portfolio (20%): Portfolio (10%) Self-Assessment Essay (10%)**

The digital portfolio consists of designing a portfolio lf all your assignments in wordpress and writing a self-assessment essay. Assembling the Portfolio will help you to see your progress as a writer over the course of the semester, and the Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives.

See the assignment sheet online and the handout on the Self-Assessment Essay. You need to address all course learning outcomes in your essay, and refer to every assignment in your portfolio.

**Weekly Schedule**

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|  | **Assignment Due** | **In Class** |
| **Monday, Jan. 30th** |  | Buy Markel’s *Technical Communication*  Introduction to the Course  Review Syllabus  Student Survey  Diagnostic writing: Hopes and Fears |
| **Wednesday, Feb. 1** | **Read chapters 1 and 3.**  **Take notes on most important points. Be ready to discuss.** | **\*Review chapters 1 and 3.** |
| **Monday, Feb. 6** | **DUE: Read Chapter 20: Writing Definitions, Descriptions, and Instructions.** | **\*Review Chapter 20.**  **In class work on definitions.**  **Reading and annotating exercise.** |
| **Wednesday, Feb. 8** |  | **ONLINE: Post introductions to class.**  **Post a 250-500 word definition of a term used in your field of study.** |
| **Monday, Feb. 13** |  | **NO CLASSES** |
| **Wednesday, Feb. 15 MONDAY SCHEDULE** | **DUE via blackboard: First draft of letter of introduction.** | **\*Review writing a technical description.**  **Reading and annotating exercise.** |
| **Monday, Feb. 20** |  | **NO CLASSES** |
| **Wednesday, Feb. 22** | **Read Chapter 11: Design**  **Instructor returns first draft of letter of introduction.** | **ONLINE: Study the first and second pages of an article in a journal in your field. Describe 5-10 design features on these two pages. Which are most effective for audience and purpose?** |
| **Monday, Feb. 27** | **DUE: Second draft of letter of Introduction plus reflection. Hard copy.** | **COMPUTER LAB**  **We will begin online portfolios, which you will continue to work on throughout the semester.** |
| **Wednesday, Mar. 1** |  | **ONLINE: Work on the basic components of your online portfolio. Invite me as an administrator.** |
| **Monday, Mar. 6** | **DUE: First draft of your technical description project**  **Read Chapter 19: Writing a Lab Report.** | **Peer review of technical description project.**  **\*Begin review of summarizing.**  **\*Begin review of Chapter 19.** |
| **Wednesday, Mar. 8** | **Revise technical description project.** | **ONLINE: Post an outline of the eight basic elements of a lab report (p. 517). Explain what needs to be included in each of these eight elements. Do not copy what is written in the book. Instead, summarize each section.**  **ALSO: Using a search engine, locate two sample lab reports. Bring to class on Monday.** |
| **Monday, Mar. 13** | **DUE: Second draft of technical description project with reflection.** | **Discuss rhetorical analysis of lab reports.**  **Summarizing** |
| **Wednesday, Mar. 15** |  | **ONLINE: Locate a word processing program with an equation editor, or download a free equation editor from the internet. Practice creating four to six equations you might use in your field. If you do not regularly use equations, copy a few equations from science or math textbooks. Evaluate the equation editor’s ease of use.** |
| **Monday, Mar. 20** | **DUE: Rhetorical Analysis of lab reports. Read Chapter 16: Writing Proposals** | **\*Review Chapter 16**  **Form groups for proposal and presentation.** |
| **Wednesday, Mar. 22** |  | **ONLINE: Each group posts 250-500 word idea for your proposal.** |

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| **Date** | **Assignment Due** | **In Class** |
| **Monday, Mar. 27** | **Rhetorical analysis of Lab Report.** | **Library visit** |
| **Wednesday, Mar. 29** | **Read Chapter 6: Researching Your Subject** | **ONLINE: List three ways you will conduct research. Also describe how you will evaluate the validity of your sources. 50 word minimum for each entry.** |
| **Monday, Apr. 3** | **Read Chapter 8: Structuring an Argument** | **Structuring arguments: making rhetorical moves.**  **Work in groups.** |
| **Wednesday, Apr. 5** |  | **ONLINE: Go to CCNY’s “Opposing Viewpoints in Context” and find two opposing viewpoint articles on a subject that interests you. Identify the rhetorical moves that the writers make to support their own claims, entertain objects to their claims, make concessions to these objections, and offer counter arguments to these objections. See assignment sheet for complete instructions.** |
| **Monday, Apr. 10** | **;** | **SPRING BREAK**  **NO CLASSES** |
| **Wednesday, Apr. 12** |  | **NO CLASSES** |
| **Monday, Apr. 17** |  | **NO CLASSES** |
| **Wednesday, Apr. 19** | **Read Chapter 21: Making Oral Presentations** | **\*Review Chapter 21** |
| **Monday, Apr. 24** |  | **Work in groups** |
| **Wednesday, Apr. 26** | **Bring proposal for peer review** | **Peer review of proposal** |
| **Monday, May 1** | **Due Proposals** | **Self-Assessment workshop** |
| **Wednesday, May 3** |  | **Portfolio workshop** |
| **Monday, May 8** |  | **Portfolio workshop** |
| **Wednesday, May 10** |  | **Presentations** |
| **Monday, May 15** |  | **Presentations** |
| **Wednesday, May 17** |  | **Presentations** |



END OF SEMESTER