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| mage result for ccny logo | English 210 Section S  **SEM/YEAR:** Spring 2017  **Classroom:** NAC 4/161  **Class Meeting Times:** T/TH 5pm-6:15pm **Instructor:** Susan Delamare  **Contact Information:** sdelamare@ccny.cuny.edu  **Office Location:** NAC 6/318  **Office Hours:** T/TH 2:30-3:30 |

**Course Description** The purpose of this course is to develop your skills in technical writing that will contribute to your success in your academic and professional careers. We will analyze and discuss the various technological formats that are common in the engineering discipline. The exercises and assignments are designed to improve your analytical skills and assist you in becoming strong communicators within your field. Collaboration is an important part of this process and together through exchange and interaction we will learn to communicate our 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) **(required)**

**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 10%

Formal Letter of Introduction 5%

Reflection essays 9%

Memo 7%

Lab Report Analysis (Chapter 19) 10%

Technical Description (Chapter 20) 14%

Final Project

Engineering Proposal (Chapter 16) 15%

Presentation (Chapter 21) 10%

Digital Portfolio 20%

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| **Grading Scale**  **A+**97-100 % **A** 93-96 % **A-** 90-92 %  **B+** 87-89 % **B** 83-86 % **B-** 80-82 %  **C+** 77-79 % **C** 73-77 % **C-** 70-72 %  **D** 60-69 %    **F** < 60 % |

**Plagiarism:** Plagiarism is the unacknowledged use of anybody else’s material (words or even ideas). Any paper with your name on it signifies that you are the author- that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. In academic environment where thinking is of primary importance, stealing the thoughts of others and passing them off as your own is not tolerated and is subject to highest penalties. Evidence of plagiarism will result in one or more of the following: a failing grade from the assignment, the course or a report with the college, and disciplinary action. In the era of easily available materials on the Internet, plagiarism – a serious offense – can become enticing to students. Students are asked to use this potentially wonderful resource with caution. Students can consult a writing manual on incorporating secondary research. They can also talk to the professor during office hours for more information about acknowledging references (especially when uncertain about the rules).

**Assignments**

All of your assignments will be submitted to our Blackboard (Bb) course site unless I inform otherwise. You will use the CCNY database for your research. Due dates for all assignments can be found in the ‘Weekly Schedule’ below.

**Assignment#1 Formal Letter of Introduction**

This assignment is a practice in writing professional letters. This is a formal letter addressed to me. You will write about your major and your career goals, your short term and long term goals/ plans/ wishes/ dreams.

Imagine what your future will be and the importance the field of engineering will play in that world. How do you imagine problems will be solved by engineers? Be creative.

**Format:** Letter. 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, 1” margins, and double-spaced.

Length: 1 to 2 pages (approx. 500 words)

**Assignment#2 Memo + Reflection essay (3%)**

Assignment #2: You will write a memo to the interim president of the City College, Dr. Vincent Boudreau, addressing a problem on campus. This problem can be related to renovating or improving areas of the campus (cafeterias, dorms, classrooms, parking etc.). Be creative. The idea is to define a problem and offer a specific solution to address this problem. Remember, the president does not know about this specific problem so you will have to provide the context. Important details can be bulleted for easy reading. No cost estimates are required for this memo. Basically, it will be a memo that requires a follow-up meeting for further discussion.

**Format:** 12 pt. New Times Roman, 1 inch margins. Paragraphs are single spaced and left justified. Skip a line between paragraphs. Sections should have heading titles that are in bold face.

**Length:** 1-2 pages (500 words)

**Assignment#3 Lab Report Analysis + Reflection essay (3%)**

For this assignment, you will find 3 sample lab reports and write a rhetorical analysis analyzing the similarities and differences of the formats. Include the reasons for the similarities and differences among the reports (Why?). The object of this assignment is to bring an in depth understanding of the format of the lab report and its real-world applications. It is advisable to approach the analysis by looking at each section of the lab report separately thereby thoroughly examining the sections and looking at how all the information is brought together in a logical format.

**Formatting:** Follow APA style. 12 pt. Times New Roman, double-spaced with 1” margins. Use color only when absolutely necessary, otherwise, figures and graphs should be clear. Include a page header (“running head”) at the top of every page. To create a page header, insert page numbers flush right. Then type “TITLE” (shortened version, not to exceed 50 characters, including spacing and punctuation) in the header flush left in all-caps.

**Length:** (1050-1250 words)

**Assignment#4 Technical Description + Reflection Essay (3%)**

For this assignment, you will produce a technical description that is a verbal and visual representation of an object. Engineers and scientists are often engaged in this type of technical communication in their academic or professional careers. Technical descriptions are useful in describing, in detail, what an object looks like, its process or how it works for the lay audience who may lack the specific language and knowledge. It is, also, useful for feasibility reports, in proposal or planning, and informing the audience of the value of a specific equipment. Technical descriptions are not simply objective reports, describing how something works. They are, also, persuasive. You want your audience to be convinced of your accuracy, logic and the importance of your description.

**Technical Description Steps:**

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 (graphics). 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.

**Formatting:** Follow APA style. 12 pt. Times New Roman, double-spaced with 1” margins. Use color only when absolutely necessary, otherwise, figures and graphs should be clear. Include a page header (“running head”) at the top of every page. To create a page header, insert page numbers flush right. Then type “TITLE” (shortened version, not to exceed 50 characters, including spacing and punctuation) in the header flush left in all-caps.

**Length:** Minimum 7 pages

**Assignment#5 Proposal & Presentation (Include Reflection in Final Reflection)**

This is a group project composed of a proposal and oral presentation. You will be divided into groups in class. All efforts will be made to assign the groups based on discipline. Your group will identify a need or void that presents an opportunity to propose a specific engineering innovation. The proposal will be a well written focused solution to a problem. This problem can have a geographical application that can be utilized on a micro scale. For example: Portable water is a major problem for many communities globally. Imagine that desalinization does not exist. The focus would be on developing a desalinization plant for a specific coastal community that is experiencing drought.

**Proposal Components:**

* Summary-Briefly describes the proposed program and gives a statement of qualifications, experience and budget. This section is single-spaced and no more than 250 words. It is included on the Title page.
* Introduction-This should **describe** the problem in specific terms (costs are important here), the **purpose** (what you want to do), the **background** of the problem or opportunity (show your readers that you understand the problem, the circumstances that led to its discovery), identify the **sources** of your information (research relevant literature), **scope** of proposal (what you will accomplish and not accomplish), **organization** of proposal, and any key terms in the proposal (define unusual and specialized terms).
* Proposed Program-Technical description of the innovation with graphics and spec sheets
* Innovation Process-This will include 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.)
* Appendices-Includes a task schedule and a description of evaluation techniques.

**Presentation Component**:

* You will be given half a class session to propose your innovation. 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… But the most effective presentation tool I’ve seen in class has been a PowerPoint projection presentation (so go with that).
* 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 amongst 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.)

**Format:** APA

**Length:**

**NB: For assignments requiring Reflection Essays, you must complete a Reflection Essay in order to receive the points for both the assignment and essay.**

**Portfolio and Self-Assessment**

The Portfolio and Self-Assessment Essay are in many ways the most important documents that you’ll create for this class. 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.

The Portfolio should include, at a minimum, the Self-Assessment Essay; revised and edited versions of your Rhetorical Analysis Essay, Visual Argument + Essay, and Researched Argument Essay; and any additional documents (or portions of documents) you composed over the semester that help you demonstrate the extent to which you’ve met the course learning objectives and developed your understanding of writing and argument.

Detailed information on the Portfolio and Self-Assessment will be handed out separately.

**Other Writing Assignments**

Writing is a social act; it takes place in a community of peers. Every essay assignment in this sequence is drawn from a long history of essay writing. As writers, we both follow the format of the existing genre and, in writing, add our own spin to the genre. We’re taking part in a cultural tradition, but we’re doing so, usually, in isolation: sitting alone in front of a computer. For this reason, we need input. We need to learn from our fellow writers whether we’ve hit or missed the mark. And if we’ve missed it, how can we get closer?

While everyone would like genuine feedback, our primary goal is to create a positive, supportive learning environment. No one benefits from being made to feel bad about their writing. While suggestions to writers can sometimes be painful to hear, they should never be intentionally hurtful. They also shouldn’t be overly rosy. No one benefits from being told that their essay is so good that it doesn’t need any work at all.

**Reflection Assignments (brief reflections after every assignment)**

You will conduct four (4) self-assessments – one assessment for each essay and one assessment for the Final Portfolio. **NOTE**: *If you do not complete one of the above mentioned assignments, you will automatically lose credit for that assignment’s self-assessment.* You’ll be asked to use the criteria listed in the assignments to review your peers’ essays as well as your own. As I note above, your goal here is to create a positive, supportive learning environment. While we are all learning to write (no matter how good we already are), we are also expert readers. The fact that you may struggle to produce a particular kind of essay doesn’t mean that you can’t evaluate another student’s essay. On the contrary, reading someone else’s work can not only assist that writer but it can also give you insight into your own writing.

For each reflective assignment, you should describe your own essay in terms of its genre (what are its characteristic features), exigence (what need motivated you, the writer), purpose (what did you, the writer, hope to accomplish), audience (who is the potential audience for the essay), context (what is your rhetorical situation? what is the relationship between you, the audience, and the medium?). You should also describe how each assignment has helped you to achieve the Course Learning Outcomes. These short reflections will prepare you to write the final self-reflection.

**Discussion Board Posts (DBP 150-250 words)**

The DBP gives you a chance to think through and respond to the reading before class. For each DBP, I’ll provide you with a prompt. Usually, the prompt will ask for a specific response; the DBPs will be evaluated based on how well you respond to the question. While these posts will ask for specific information, the DBPs are informal. You won’t be evaluated for typographical and grammatical correctness as long as these issues don’t interfere with your meaning.

**Discussion Board Comments (DBC 50-100 words)**

For discussion board comments, you’ll not only have to post a response but also engage your classmates in discussion. Your goal, here, is to further the discussion, to ask **meaningful** questions, and to extend your thinking on the subject. As with your primary posts, these responses are informal. I expect at least 1 comment on another student’s post

**Course Policies**

**CCNY’s Statement on Community Standards**

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

**Late Policy on Major Assignments**: Assignments are due on stated dates by 5pm. I will still accept your paper and only 10% will be deducted from your grade as long as you submit it within 24 hours after the due date. If you miss this deadline you have an additional 24 hours to submit your paper and will be deducted 20%. No papers will be accepted after 48 hours. An example: *If you miss the deadline for your Lab Report due on Thursday, March 2), you can submit it to me by email before 5pm, March 3 and will be deducted 10%. If you miss this late deadline you have a final deadline to submit by email before 5pm, March 4 and will be deducted 20%.* This policy applies regardless of you being absent or not, so you should still attend class even if you have not completed an assignment! And, again, if there are extenuating circumstances, please contact me immediately.

**Note:** No late policy on homework assignments.

**Contacting Your Instructor**

I encourage you to contact me during my office hours. You must email for an appointment by 7pm the day before my office hours. If you are unable to meet during office hours, please speak to me before or after class so that we can arrange a meeting. You may, also, contact me via email with questions. I will try to respond within 24 hours of receiving your email, but not more than 72 hours.

**CLASSROOM RULES**

1. **Attendance:** Itis MANDATORY to attend all sessions. You are allowed 4 absences for any reason, but you must email me to inform me of your absence. If you miss 5 classes your final grade will be deducted a half point. If you miss 6 classes, your grade will be deducted a full point. If you miss 7 or more classes, you run the risk of failing the course.
2. **Punctuality:** All students are expected to be on time and seated in the room when the class starts. Actually, it is better to be in time than on time. Give yourself five minutes to relax and socialize with your classmates and the professor before the class starts. In addition, 3 late arrivals equal one absence. Arriving to class more than 30 minutes late, leaving more than 30 minutes early, or leaving the classroom for a total of 30 minutes or more during a given session will result in a marked absence. If you foresee difficulty in arriving on time (for ANY reason), see me about withdrawing from class. If you are absent, you are still required to submit an assignment on time.
3. **Early Departures***:* Any students leaving the class without permission is absent for the day. Stay for the whole class unless you have notified the instructor earlier, or in case of an emergency.
4. **Participation:** Class participation is MANDATORY, and necessary for your own learning. It includes writing in class, working in pairs and groups, reviewing peers’ papers, speaking up in class discussions, asking interesting questions. To participate:

* *Presence:* You should be present physically in all classes for the whole session and arrive and leave on time. “Showing up is eighty percent of life,” said Woody Allen. I agree with him because you learn a lot from just being present and listening in the class.
* *Mindfulness and Engagement:* You should be present mindfully. That means you want to be awake, attentive, and responsive. Follow the lectures, be engaged in class activities such as writings, readings, discussions, cooperate in group works and be a team player by being both a leader and a follower. Ask and answer questions, and speak up in class. Come to class equipped with a pen, notebook, and the course texts. My classroom is a forum for the free exchange of ideas. Therefore, students are encouraged to challenge one another’s ideas with respect.

1. **Cellphones and Electronic Devices:** All cell phones must be off or silent. If you are in the midst of a potential family emergency (such as illness of a child or other loved ones),you may ask the professor at the beginning of a particular class to adapt the cell phone policy and make an exception that day. However, no student is ever to answer a cell phone or leave the classroom without explicit permission. You are allowed to use laptops or tablets for classroom purposes such as taking notes, reading the course texts, or research.
2. **Avoiding Disruption:** Know that disrespectful or childish behavior will not be tolerated. Students demonstrating consistent disruptive behavior will be dropped from class. Remember that your instructor has the right to take classroom behavior into consideration when determining final grades and, if necessary, refer students to the Dean of Students for disciplinary action.

* Avoid side-talks and personal conversations during class. We can discuss personal matters outside class.
* Avoid doing another class work, reading newspapers or magazines, or attending online spaces: facebooking, chatting, shopping, texting, etc .
* Avoid boredom: falling asleep, placing heads on desks, leaning on the wall, looking at the clock, or cellphones. What is worse is that boredom is contagious. Sit up, be alert and mindful during the class.
* Avoid setting a picnic table in the class. Have a quick snack, non-aromatic and non-noisy. Drinking is permitted (warm or cold) and non-alcoholic.
* Avoid bringing visitors and children in class at any time.
* Avoid packing up and preparing to leave before the instructor has dismissed the class.

**Student Support Services**

**The Writing Center**

The CCNY Writing Center provides a supportive learning environment where students can have one-on-one tutoring sessions with experienced writing consultants. The Writing Center is located on the third floor of the North Academic Center (NAC). Students can schedule and appointment either by going to the Center in person, or by calling (212) 650-8104. This is a free resource available to all students and recommended for all writing assigned in this class. The Center also has a computer lab open to students where students can use computers and printers during operating hours (up to 15 pages a day). For more information on hours, location and services, please visit the official website of the CCNY Writing Center: <http://www.ccny.cuny.edu/writing/>

**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.

**Special Needs and Accommodations**

For a complete list of Student Support Services please check the college website at http//www.ccny.cuny.edu/sssp

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|  | **Weekly Schedule** |  |
| **Date** | **Assignment Due** | **In Class** |
| **Week 1** |  |  |
| **Tuesday, 1/31** |  | Introduction to the course  Syllabus Review  Student Survey  Annotating exercise (?)  WordPress & Digital Portfolio |
| **Thursday, 2/2** | Read Chapter 1: Introduction to Technical Communication  Read Chapter 3: Writing Technical Documents. | Introduction to Formal Letter Writing  Discuss Chapter 1: Introduction to Technical Communication.  Discuss Chapter 3: Writing Technical Documents  Start thinking about issues on campus that you think should be addressed in a Memo |
| **Week 2** |  |  |
| **Tuesday, 2/7** | -Letter of Introduction to instructor due on BB (college major and career goals)  -Read Ch. 14: Writing Correspondence  -Do ex. 3, pp 383 (Post to BB) | Discussion: Writing Correspondence  Discussion: Organizing a Memo |
| **Thursday, 2/9** | Bring in a draft of your Memo (post a copy on BB)  -Read pp. 193-194: Writing Clear, Informative Titles & Writing Clear, Informative Headings | Discussion: Titles and Headings  -Peer review drafts |
| **Week 3** |  |  |
| **Tuesday, 2/14** | -Read Ch. 19: Writing Lab Reports | Discussion: Writing Lab Reports  Group: TBD |
| **Thursday, 2/16** | Library class  -Memo due (on BB) |  |
| **Week 4** |  |  |
| **Tuesday, 2/21** | -Read The Veldt  -Post to BB discussion: Does the technology in The Veldt seem strange or unusual? What comparisons can be made to today? Comment on 1 other post.  -Bring peer reviews for memo to class (stapled) | Discussion: The Veldt  Writing Lab Reports cont’d (abstract & Introduction)  Group analysis of abstract & Introduction  Discussion: Methods |
| **Thursday, 2/23** | Bring 3 Lab Reports you have researched online  -**Self Reflection for Memo is due on BB, Friday @ 5pm** | Writing Lab Reports cont’d  Discussion: Results  -Compare and annotate lab reports |
| **Week 5** |  |  |
| **Tuesday, 2/28** | - Read Ch. 20: Writing Definitions, Descriptions, and Instructions, pp. 543-551 | Discussion of Ch. 20  -TBD |
| **Thursday, 3/2** | -Bring the draft of the Lab Report Analyses to class (Post draft on BB) | Discussion of Ch. 20 cont’d  -Peer review |
| **Week 6** |  |  |
| **Tuesday, 3/7** | -Read Ch. 12: Creating Graphics  -Topic for Technical Description | Discuss Ch. 12  -in class group exercise (12,4) |
| **Thursday, 3/9** | -Do exercise 2, pp. 336, (Post on BB). Comment on 1 other student’s exercise: Is it clear? What would you change or add for clarity? | Ch. 12 cont’d  Graphics and Technical Description |
| **Week 7** |  |  |
| **Tuesday, 3/14** | -Read Ch. 6: Researching Your Subject  - view video clip*: Top 10 New Tech Inventions 2017 You Must See* on BB and choose a technology that’s most appealing. Why? Comment on 1 other post | - Discussion of Ch. 6  Group Assigned for Final Project |
| **Thursday, 3/16** | -Read Ch. 16: Writing Proposals  -Bring peer reviews to class  -**Final draft of Lab Report Analyses is due on BB, Friday @5 pm** | -Discussion Ch. 16 |
| **Week 8** |  |  |
| **Tuesday, 3/21** | Bring in 1st draft of Technical Description | -Peer review |
| **Thursday, 3/23** | Portfolio Workshop  - **Self-Reflection for Lab Report Analyses is due on BB, Friday @ 5pm** | Lab – Meet in STC 2 |
| **Week 9** |  |  |
| **Tuesday, 3/28** | -Read Ch. 4: Writing Collaboratively  -Discussion: Ex. 6, pp. 79. Comment on 1 other student’s discussion | Discussion: Writing Collaboratively  -Team Exercise (ex 7. pg79)  -Group Meeting: Topic discussion - Proposal |
| **Thursday, 3/30** | -2nd draft of Technical Description (Post to BB) | -Peer review |
| **Week 10** |  |  |
| **Tuesday, 4/4** | -read Ch. 21: Making Oral Presentations | Discussion: Ch. 21: Making Oral Presentations  -Group Meeting -Topic discussion |
| **Thursday, 4/6** | -Proposal 1st draft due | -Peer review |
| **Week 11** |  |  |
| **Tuesday, 4/11** | Spring Recess |  |
| **Thursday, 4/13** | Spring Recess |  |
| **Week 12** |  |  |
| **Tuesday, 4/18** | Spring Recess |  |
| **Wednesday 4/19** | **Last Day to withdraw with “W”** |  |
| **Thursday, 4/20** | Monday Schedule – **No Class** |  |
| **Week 13** |  |  |
| **Tuesday, 4/25** | **Final Technical Description due on BB @ 5pm** | Discussion Ch. 21: Making Oral Presentations cont’d  Group Meeting |
| **Thursday, 4/27** | Group Work - Research Paper Proposal 2nd  Draft (Post to BB) | Lab – Peer Review  Meet in STC 2 |
| **Week 14** |  |  |
| **Tuesday, 5/2** | -**Reflection for Technical Description due on BB @ 5 pm**  Group Work | Lab – Meet in STC 2 |
| **Thursday, 5/4** | **Research Proposal Final due**  -Bring in peer reviews | TBD  Group work |
| **Week 15** |  |  |
| **Tuesday, 5/9** | Presentations are due |  |
| **Thursday, 5/11** | Presentations are due |  |
| **Week 16** |  |  |
| **Tuesday, 5/16** | Presentations are due |  |
| **Thursday, 5/18** | Final Portfolio & Reflection due  Presentations due if needed | -Course Evaluations |

**NOTE:** This syllabus is subject to change throughout the semester. Any changes made to assignments, due dates, etc. will be communicated through Blackboard.