

ENGL 10600-062: FIRST YEAR COMPOSITION

10:30-11:20 am | Spring 2020 | Digital Rhetorics Theme
Course Website: [Brightspace](#)

M	T	W	R	F
Conferences HEAV 225 CRN: 18804	Lab BRNG B275 CRN: 18781	Classroom REC 226 CRN: 18781	Conferences HEAV 223 CRN: 18810	Classroom REC 226 CRN: 18781

INSTRUCTOR

Victoria Braegger
vbraegge@purdue.edu

OFFICE HOURS

R: 1:30-3:00pm
or by appointment

INTRODUCTION

Hello! Welcome to first-year composition! Our section focuses on *digital* rhetorics, or the ways we communicate **with** and **about** technology. Because of our focus on new media, we'll not only read from a textbook, but also explore a variety of texts produced for digital audiences: online news articles, forums, videos, podcasts, games, reports, data visualizations, blogs, tweets, and memes. You'll also have the opportunity to practice composing with a variety of media: text, pictures, charts, graphs, audio, document design, and more.

In this course, we'll explore...

- What it means to *write* in a digital, multimedia age
- How these different technologies change the ways we write, communicate, and relate to each other
- The ways in which groups, communities, and cultures leverage the internet to communicate, organize, and work through digital spaces
- How to search for and evaluate digital information
- What it means to be a savvy student, professional, consumer, citizen, advocate, etc. in a technologically connected world
- How you'll incorporate writing and media into your future courses and career

We'll work in three different spaces throughout the semester: a conference room, a classroom, and a lab. As such, we will also find ourselves exploring how these different spaces rhetorically impact our activities.

COURSE DESCRIPTION & EXPECTED OUTCOMES

English 10600 is the standard 4-credit hour composition course for students at Purdue. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. English 10600 is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields and disciplines.

By the end of the course, students will:

- Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
- Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts)
- Critically think about writing and rhetoric through reading, analysis, and reflection
- Provide constructive feedback to others and incorporate feedback into their writing
- Perform research and evaluate sources to support claims
- Engage multiple digital technologies to compose for different purposes

DIGITAL RHETORICS: OUR SYLLABUS THEME

The Digital Rhetorics Syllabus Approach aims to situate students within digital discourses while they investigate the applications of digital spaces in their classes, their work, and their lives. If we see and understand these digital spaces and the information, connections, and productions contained within as inexorable from the real world, then students must become literate within these spaces or risk lacking the tools to work and compose effectively. These concerns will shape the entirety of the course, while also directing the students' writing, reading, and projects. While the course is grounded within textual composition, writing concerns, and rhetorical appeals, students will also focus on questions of access, literacy, play/invention, genre/medium, and fair use/ownership. These questions will apply both to the students themselves and their audiences as they work with digital rhetorics on and offline, with new technology, and with digital spaces such as sites, forums, wikis, blogs, and YouTube.

During the course, we establish digital rhetorics as an umbrella term for the way in which we interact with information today, beginning with the professional e-mail assignment (exploring a common digital genre) and technology literacy narrative, a prompt which requires self-exploration of connections to technology. This course does not aim to study digital rhetorics as a type of cultural studies separate from ourselves, but instead as the very grounding of our ability to find, interpret, and use information in the digital age. With more and more information being stored and created digitally, students need to develop a research literacy-skills fostered by our extended research project—that will help them not only understand these issues, but overcome and utilize them as well. This does not mean simply covering these concepts during class lectures, but rather putting these ideas into practice.

TEXTS & MATERIALS

In this course, we will use the following textbook as well as supplemental materials and articles that will be provided on Brightspace during the appropriate unit.

The Norton Field Guide to Writing, 5th edition by Richard Bullock and Norton, 2019 (ISBN 978-0-393-65577-3) [Rental from \$15; purchase from \$50 (used) to \$80 (new)]

Other course texts (readings, reports, videos, images, and other artifacts) will be available as PDFs or links on our course website and are indicated on the course schedule.

ASSIGNMENTS & GRADING

Note that these are just brief descriptions; each project has several required components, and full assignments will be provided in class. See the Class Schedule for due dates.

Project 1: Professional Email..... 5%

You will write an email about the same subject to two different audiences: me and a future supervisor. You'll explore how different audiences have different expectations.

- Professional Emails (200 words)
- Reflection (250+ words)

Project 2: Digital Autobiography..... 25%

You will write about one way in which a digital tool, technology, or space has affected you as a person, student, and/or citizen. You'll tell a **story** about your experience with a particular interface or community in both an essay and a podcast, exploring the rhetorical changes we make in different spaces.

- Digital Autobiography (DA) (1500-2000 words)
- DA Podcast (3-5 minutes)
- Reflection (500+ words)

Project 3: Annotated Bibliography..... 25%

You will start your research project for the semester by exploring a digital tool, technology, or space connected to your major, or to another discipline that interests you. You will collect and summarize scholarly and popular sources to construct your researched argument in the next project.

- Annotated Bibliography (1500-2000 words)
- Reflection (500+ words)

Project 4: Researched Argument 25%

You will use scholarly and popular sources to construct a researched argument about a digital tool, technology, or space connected to your major, or to another discipline that interests you. You will also explore the rhetorical differences between a research essay and a research poster.

- Researched Argument Essay (2000-2500 words)
- Research Poster (500-1000 words)
- Reflection (500+ words)

Short Assignments & Discussions..... 15%

Over the course of the semester, you will be asked to submit 1-2 page responses to course texts, as well as in-class assignments designed to contribute to your understanding of course concepts, totaling roughly 1000-2000 words throughout the semester. These, as well as performance on draft, peer reviews, and class participation, will be averaged to form your short assignments grade. Additional information on these short assignments will be given in handouts.

Semester Reflection and Portfolio..... 5%

You will collect your outlines, drafts, feedback, and project postmortems for each project into one portfolio and write a reflection about your work throughout the semester.

- Semester Reflection (750-1000 words)

Over the course of the semester, you will compose 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts). Each project will require various written pieces that support the goals of the project.

Remember to keep all of your writing throughout the semester: outlines, brainstorm, drafts, peer reviews, revisions, and final versions. This will be collected into a single, organized-by-project document for your final reflection and portfolio.

PERCENTAGE		LETTER GRADE	
100-97	A+	4.0	A
96-94	A	3.7	A-
93-90	A-	3.3	B+
89-87	B+	3.0	B
86-84	B	2.7	B-
83-80	B-	2.3	C+
79-77	C+	2.0	C
76-74	C	1.7	C-
73-70	C-	1.3	D+
69-67	D+	1.0	D
66-64	D	0.7	D-
63-60	D-	0.0	F
<59	F		

COURSE POLICIES

Accessibility, Accommodations, & Mental Health.....

I believe that everyone has the right to the full educational experience granted to them by admission and tuition payments to this institution, and that everyone has different needs when it comes to accessing that experience. It is my goal to make my classes as accessible as possible to any and all students who walk through the doors. Students in my class should feel free to stand, move about the room, and stim as needed to maximize their learning experience, provided their behavior is not actively disruptive to classmates (note that active disruption in this context is defined as behaviors that interfere with another student's personal space, autonomy, and physical safety). As a disabled and chronically ill person, my goal here is to encourage open communication, so if you need anything to ensure you get the most out of this class, don't hesitate to contact me via email or drop by my office.

If you are seeking accommodations from the [Disability Resource Center](#), you should contact them at their email address (drc@purdue.edu) or phone number (765-494-1247). However, I do not require accommodation letters from my students. If you have any condition that impacts your learning, diagnosed or otherwise, I am more than willing to work with you to ensure you get the most out of this class.

Likewise, if you have any major mental health issues and are looking for assistance, you have the resources available to you here on campus. If you (or someone you know) is feeling overwhelmed, depressed, and/or in need of support, please contact [Counseling and Psychological Services \(CAPS\)](#) via their website or by calling 765-494-6995. I am aware, however, that CAPS tends to have a long waiting list and a complex process for students to gain access to mental health care, so know that while I am not a medical mental health professional, I can work to accommodate your needs as best I can. Above all, again, if you reach out to me, we can work together to make a plan. I am happy to do what is necessary to help you succeed.

Assignment Format.....

You should turn in work that has been thoroughly proofread. Unless otherwise stated in the individual assignment sheet, you should use 12-point Times New Roman font. We will consistently use APA throughout the semester. Other citation styles, such as MLA, may be used depending on the assignment. More detailed information about format expectations will be included in individual assignment sheets.

The work you turn in should have the following information in the top left corner of the first page:

- Your Name
- Instructor Name
- English 10600-062-18781
- Current Date

You will primarily turn in assignments digitally. Final drafts of projects must be uploaded to our course website by 11:59pm on the assignment due date, unless otherwise specified in the individual assignment sheet. All files uploaded should follow the following filename format:

Lastname_Project_Version

e.g braegger_Syllabus_draft1

braegger_Syllabus_final

Please don't submit files with non-descript titles, such as *ENGL106Paper*. Not only will this lead to poor organization in your own files (you'll be submitting multiple papers in this course), but it shows a lack of awareness of your audience's needs.

Attendance & Participation.....

My attendance policy is based around two principles: respect and communication. As your instructor, I will do my best to respect the time and effort you put into this class by ensuring every class period includes useful new materials or useful time spent on your projects. In exchange, I expect you to respect my time by attending class, being on time, being present and engaged, and asking generative questions.

For this course to be a success, everyone's participation is needed, as writing is a collaborative, interactive activity. You will be allowed five (5) absences (including conference absences), no questions asked. If you have six (6) absences, I will lower your final grade by one full letter grade. If you have seven (7) or more absences, I will lower your final grade by two full letter grades.

Please be on time to class and remain for the whole class period. If you are more than ten (10) minutes late to class, or if you leave more than five (5) minutes early, you will be counted absent for that class period. Three (3) tardies will count as one absence.

However...

I recognize that life can bring unexpected bumps and twists. **As long as you are open and communicative with me about the circumstances of an absence or tardy, I will be able to work with you if you need to miss class, and it will not negatively impact your grade. But you must communicate with me in a timely manner (if you're missing class, for example, email me before the class). As long as you communicate with me, I will be able to work with you and help you succeed in this course.** We are humans first and students second, and part of being human means taking care of our bodies and minds so that we are able to learn and grow.

Please bear in mind that this is an in-person course and that there will be some activities and assignments that can only be done during class time. **If you need to miss class for any reason, it is your responsibility to reach out and find out what you have missed, either to your colleagues in the class or to me.**

Conferences.....

Half of you are scheduled to meet with me in Heavilon 225 on Tuesdays and the other half are scheduled to meet with me in Heavilon 223 on Thursdays. During the first week of class, we will acclimate ourselves to the space and cover my conferencing guidelines. You'll meet with

me in differently sized groups (sometimes once a week, sometimes every other week, depending on the group size) for the rest of the semester.

Conferences are your time to discuss with me any questions or concerns you have about your writing and/or reading for the class, as well as to receive more individualized attention and feedback on your learning. For some conferences, you'll be required to come prepared with reading or writing done beforehand. It is especially important to come prepared with specific questions or concerns, since we will typically only have ten minutes to discuss. Your pre-conference homework and preparation gets you to work through some specific ideas, issues, or insights *beforehand* so we can get the most of our conference time and tailor the conference to *your* specific needs. If you aren't prepared for your conference appointment, or you're late, I'll count you as absent.

Disruptive Behavior.....

College is a time for exploration and sharing ideas. Often, it's the first time students have spent an extended amount of time away from home, and consequently the first occasion that they are truly able to experience new perspectives that challenge the way they see and pass through the world. This can be a difficult experience—but also an incredibly beneficial and productive one.

We will sometimes discuss topics that are sensitive or personal. These could be about any number of things—our backgrounds, our experiences, our intersectional identities that uniquely incorporate race, ethnicity, social class, gender identity and expression, sexuality, religion, (dis)ability, etc. Please enter these discussions mindfully and kindly, and do not belittle or insult your fellow students who may think differently than you do.

As your ENGL 106 instructor, I reserve the right to ask you to leave class if you are behaving in a way that is patently offensive, or that disrupts or distracts your fellow students from the work at hand.

Email Etiquette.....

Throughout the semester, I will send occasional emails to the course list or to you, individually. Check your email regularly to ensure you don't miss important information.

While I don't expect every email *from* you to be a polished piece of writing, please include a subject line (with the course number) and signature so I know you the email is from (especially if you're emailing from a non-Purdue account).

When you send me an email, I will do my best to respond with 24 hours. In general, I respond to emails during normal business hours (between 8:30am and 5:00pm or so) during the weekdays. Outside of these hours, I likely won't send emails and will probably not respond to your emails. Similarly, I wouldn't expect you to reply to an email outside of normal business hours.

Late Work.....

It's important for you to submit your work on time. We will do a good deal of peer review in this course, and if your assignments are late, you won't have the opportunity to receive the valuable

feedback you may need from your peers, nor the points associated with the drafts and peer reviews.

In general, I won't accept nor grade late work. However, I understand that life happens. If you need an extension, please contact me at least 24 hours before the assignment is due. Please understand that I may not always say yes to requests for extensions, but I do aim to be as accommodating as possible without causing loss to my own limited resources.

(Time. Time is my limited resource.)

Technology.....

Technology is welcome in the classroom as long as it contributes directly to the focus of the course (note-taking, viewing course documents/articles, free writing, etc.). Please refrain from any unauthorized uses of technology. In this case, unauthorized refers to any action unrelated to the learning activities taking place during class.

I expect computers, laptops, and cell phones to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on your class discussion grade, as you can't fully participate if you're distracted by your technology.

Repeat offenders may be asked to leave class or given an absence.

Since you may need emergency access to your cell phone, you may receive calls during class—but please minimize distraction for other students and take only necessary calls.

UNIVERSITY POLICIES

General policies can be found in [The Student Guide to ICaP](#).

Academic Integrity & Plagiarism

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

We will have open discussions throughout the semester about plagiarism. While I would like to stress that I report known cases of plagiarism to the OSRR, I also make it a priority to work with students to find the underlying causes for plagiarism. Knowingly plagiarizing is theft for both

parties involved: you are essentially stealing another person's work *and* robbing yourself of your own voice and educational experience.

Don't do it. Your own thoughts are worth being heard and developed.

Emergencies.....

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at www.purdue.edu/securepurdue.

There are nearly 300 emergency telephones that connect directly to the PUPD, both outdoors across campus and in parking garages. If you feel threatened or need help, push the button and you will be connected immediately.

If we hear a fire alarm during class, we will immediately suspend class, evacuate the building, and proceed outdoors. Do not use the elevator.

If we are notified during class of a Shelter in Place requirement for a tornado warning, we will suspend class and shelter in the basement of the building.

If we are notified during class of a Shelter in Place requirement for a hazardous materials release or a civil disturbance (including a shooter or other use of weapons), we will suspend class and shelter in the classroom, shutting and locking the door and turning off the lights.

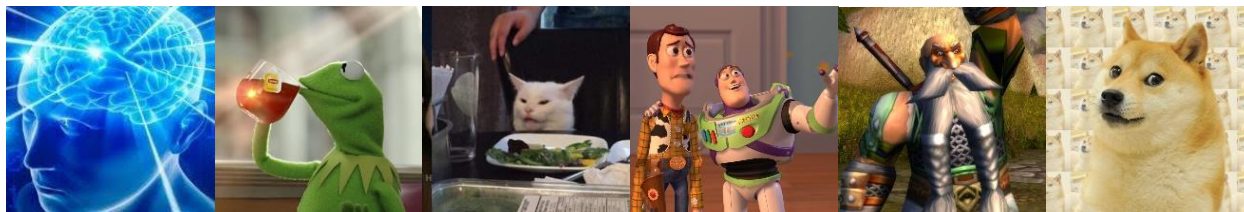
Please review the [Emergency Preparedness](#) website for additional information.

Honor Pledge.....

"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."

Student of Concern.....

The Office of the Dean of Students is committed to helping students succeed both in and out of the classroom. To this end, I may contact ODOS by filing a *Student of Concern* Report, should I notice concerning behavior from you or your peers: missing classes, substance abuse, or other indicators of distress. This is not a disciplinary measure: reports are vetted by Purdue staff, and trained professionals contact students to offer help as needed. Anyone worried about friends, classmates, or co-workers is welcome to file reports. Learn more at www.purdue.edu/studentconcern or talk to me for help.



CLASS SCHEDULE

This schedule is subject to change. All changes made will be updated on the course website.

You need to read the readings listed for the day *before* class and be ready to discuss *during* class.

WEEK	DAY	WORK DUE
1	tue 1/14	Introductions Lab goals Syllabus review
	wed 1/15	Semester project overviews Collecting & archiving information NFG pg. 664-672 (Writing Online)
	fri 1/17	Project 1: Professional Email NFG pg. 53-71 (Rhetorical Situations)
	CONF	10-person conferences (50 minutes) Purpose of conferences Semester conference structure ★★ Digital Familiarity & Tools Survey due 1/18
2	tue 1/21	Project 1: Professional Email Remediating media into different genres half-work day
	wed 1/22	Project 1: Professional Email Stacer, "How to Email Your Professor (without being annoying AF)" PhD Comics, "Average Time Spent Composing One E-Mail" Doyle, "How to Write and Send Professional Email Messages"
	fri 1/24	Project 1: Professional Email Reflection Distribute info for Project 2 NFG pg. 343-347 (Assessing Your Own Writing) NFG pg. 256-263 (Reflections) Ted Talk on reflection
	CONF	Conferences cancelled this week due to no school 1/20
3	tue 1/28	Project 2: Digital Autobiography Browse: Stories that Speak to Us Baron, "From Pencils to Pixels" ★★ Project 1: Professional Email due

	wed 1/29	Project 2: Digital Autobiography NFG pg. 75-97 (Writing a Literacy Narrative) NFG pg. 224-232 (Memoirs) Disney, "The Purpose of Storyboarding"
	fri 1/31	Project 2: Digital Autobiography NFG pg. 373-385 (Beginning and Ending) NFG pg. 443-451 (Describing) NFG pg. 462-470 (Narrating) ★★ Project 1: Reflection due
	CONF	5-person conferences (25 minutes) Outlining and brainstorming
4	tue 2/4	Project 2: Digital Autobiography Straub, "Responding, Really Responding" ★★ Project 2: Digital Autobiography peer review in class
	wed 2/5	Project 2: Digital Autobiography NFG pg. 348-355 (Getting Response and Revising)
	fri 2/7	Project 2: Digital Autobiography Pereira, "How to Create a Story Map"
	CONF	Individual conferences (10 minutes) Self-assessment using rubric
5	tue 2/11	Project 2: Digital Autobiography Work day ★★ Project 2: Digital Autobiography due
	wed 2/12	Project 2: Digital Autobiography Review examples of digital autobiography podcasts Outlining podcasts Leadem, "The Growth of Podcasts and Why it Matters (Infographic)" This American Life, "If You Don't Have Anything Nice to Say, SAY IT IN ALL CAPS"
	fri 2/14	Project 2: Digital Autobiography Scripting the podcast Audacity, "How to Record and Edit a Podcast with Audacity" PodcastHost, "Storytelling Techniques Podcast Presentation Skills # 6"
	CONF	Individual conferences (10 minutes) Self-assessment using rubric
6	tue 2/18	Project 2: Digital Autobiography Revising audio "Do I really need this sound effect here? Could I use a sound effect somewhere?" Open-access sounds

		NFG pg. 660 (Incorporating Sound)
	wed 2/19	Project 2: Digital Autobiography ★★ Project 2: Digital Autobiography Podcast peer review
	fri 2/21	Project 2: Digital Autobiography Work day ★★ Project 2: Digital Autobiography Podcast due
	CONF	Discussion board conferences
7	tue 2/25	Project 3: Annotated Bibliography NFG pg. 323-326 (Writing as Inquiry) Witte, "Research Starts with Answers" ★★ Project 2: Digital Autobiography Reflection due
	wed 2/26	Project 3: Annotated Bibliography NFG pg. 190-201 (Annotated Bibliographies) NFG pg. 10-32 (Reading in Academic Contexts)
	fri 2/28	Project 3: Annotated Bibliography NFG pg. 526-538 (Quoting, Paraphrasing, and Summarizing) Lauren's the Write Way, "Quoting, Paraphrasing, & Summarizing"
	CONF	5-person conferences (25 minutes) Research question invention
8	tue 3/3	Project 3: Annotated Bibliography Ted Talk, "Libraries Present and Future" NFG pg. 489-510 (Finding Sources) NFG pg. 511-517 (Evaluating Sources) Mazieres & Kohler, "Get Me Off Your Fucking Mailing List"
	wed 3/4	Project 3: Annotated Bibliography NFG pg. 539-543 (Acknowledging Sources, Avoiding Plagiarism) CGP Grey, "Copyright: Forever Less One Day" Riazati, "UCLA Professor Plagiarizes"
	fri 3/6	Project 3: Annotated Bibliography Purdue OWL, APA NFG pg. 597-636 (APA Style)
	CONF	2-person conferences (10 minutes) Workshopping
9	tue 3/10	Project 3: Annotated Bibliography ★★ Project 3: Annotated Bibliography peer review

	wed 3/11	Project 3: Annotated Bibliography Mid-semester float day
	fri 3/13	Project 3: Annotated Bibliography ★★ Project 3: Annotated Bibliography due ★★ Project 3: Annotated Bibliography reflection due 3/15
	CONF	2-person conferences (10 minutes) APA Workshop
10		Spring Break
	tue 3/24	Project 4: Researched Argument NFG pg. 519-525 (Synthesizing Ideas) NFG pg. 157-184 (Arguing a Position) NFG pg. 397-417 (Arguing)
11	wed 3/25	Project 4: Researched Argument Lamott, "Shitty First Drafts" NFG pg. 340-342 (Drafting) NFG pg. 644-652 (Designing Text)
	fri 3/27	Project 4: Researched Argument NFG pg. 418-423 (Classifying and Dividing) NFG pg. 424-431 (Comparing and Contrasting)
	CONF	1-person conferences (10 minutes) Guided feedback
	tue 3/31	Project 4: Researched Argument ★★ Project 4: Researched Argument Essay peer review
12	wed 4/1	Project 4: Researched Argument Pattanayak, "There is One Correct Way of Writing and Speaking" Young, "Should Writers Use They Own English?" Neeley, "Global Business Speaks English"
	fri 4/3	Project 4: Researched Argument Theune, "Excellent Academic Writing Must be Serious" Upper, "The Unsuccessful Self-treatment of a Case of Writer's Block" Pennycook, et al., "On the Reception and Detection of Pseudo-Profound Bullshit"
	CONF	1-person conferences (10 minutes) Guided feedback
13	tue 4/7	Project 4: Researched Argument Using Publisher and PowerPoint to make a research poster

		★★ Project 4: Researched Argument Essay due
	wed 4/8	Project 4: Researched Argument Canva, "Design Elements & Principles" Whybrow, "Using CRAP Web Design for eLearning" NFG pg. 654-660 (Using Visuals)
	fri 4/10	Project 4: Researched Argument Frankel, "When Good Enough is Good Enough"
	CONF	5-person conferences (25-minutes) Remediating Workshop
14	tue 4/14	Project 4: Researched Argument ★★ Project 4: Researched Argument Poster peer review
	wed 4/15	Project 4: Researched Argument Wikipedia, "PechaKucha" LUC, "Research Poster Presentation: How to Plan Your 1 Minute Pitch" NFG pg. 673-684 (Giving Presentations) ★★ Project 4: Researched Argument Poster due
	fri 4/17	Project 4: Researched Argument 2-minute poster presentations ★★ Project 4: Researched Argument Reflection due
	CONF	2-person conferences (10 minutes) Poster presentation workshop
15	tue 4/21	Semester Portfolio & Reflection Formatting with Word
	wed 4/22	Semester Portfolio & Reflection NFG pg. 361-370 (Compiling a Portfolio) Mrs Boswell, "A Smart Move: Reflecting on Your Writing" Sarangi, "Take Stock: Reflecting on the Semester"
	fri 4/24	Semester Portfolio & Reflection
	CONF	2-person conferences (10 minutes) Portfolio material checklist
16	tue 4/28	Semester Portfolio & Reflection Work day
	wed 4/29	Semester Portfolio & Reflection End-of-semester float day

	fri 5/1	Semester Portfolio & Reflection Semester wrap up & reflection
	CONF	Drop-in conferences Last minute material gathering
17	mon 5/4	May the fourth be with you! ★★ Semester Portfolio & Reflection Due