**Syllabus: DIG 3181**

# **Interactive Media 2:**

# **Interactive Visualization**

# **SPRING 2024**

**Class Modality:** In person

**Classroom:** Academic Two, Room 242

**Class time:** Wednesday and Friday, 1:00pm – 3:00pm

**Instructor:** Professor Laura Kurtzberg, MFA

**Office:** Academic Two #317

**Office hours:** By appointment anytime; [**make an appointment**](https://go.fiu.edu/OFFICE-HOURS).

All Zoom office hour appointments use the following Zoom meeting room:

* **Link:** [https://fiu.zoom.us/j/5504717223](https://fiu.zoom.us/j/5504717223?pwd=T2tnanFLVXg2Y0ZVdGtVdElOUzVEQT09)
* **Room code:** 550 471 7223

**Email:** [lkurtzbe@fiu.edu](mailto:lkurtzbe@fiu.edu)

# 📜 **Course Description**

This course explores the practice of creating data visualizations and maps for multimedia storytelling projects, also known as **information design**. You will need to adopt a multidisciplinary skill set to produce data graphics, including design methods, basic statistical analysis, and investigative journalism research. Throughout it all, you will uncover new information and publish stories that you care about.

# 💡 **Why Should You Take This Course?**

*Data visualizations are persuasive.* A 2014 NYU study found that people are more likely to change their mind about a topic if they are presented with a chart (compared to textual information). As media makers, it is your responsibility to carefully use the power of visual graphics to reveal the truth and effectively communicate.

Even if you're not a journalist...

* Data visualization skills are in high demand. Many jobs, whether they are in marketing, social media, science or health, require the use of data graphics.
* Understanding data visualization will allow you to avoid being misled by charts. Increasing your chart literacy will help you see the truth, no matter how it is presented.

# 🧮 **Learning Objectives & Course Skills**

As a student, by the end of the semester you will have learned to:

* Identify and make use of **methods of encoding** to represent data
* Differentiate between and use different **chart types** in your investigative data stories
* Pitch a local investigative data story
* Build techniques to "interview" a dataset, and to find a story within the data
* Create an interactive map using Datawrapper or Flourish
* Create an interactive data visualization using Datawrapper or Flourish
* Read and interpret a diverse array of data charts
* Detect misleading designs and mistakes in published data charts and maps
* Recognize and critique the origins and **context** of encountered datasets, like data from the US Census or US Bureau of Labor Statistics
* Recognize and discuss the biases and human error involved in **generating data**
* Consider and debate the importance of **missing datasets**
* Tell data-driven stories with a rich set of **digital and non-digital** tools
* Incorporate data into audio, video, and written storytelling projects

# 📚 **Required Readings**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Authors** | **Link** | **Publisher** | **Year** |
| **Hands-On Data Visualization: Interactive Storytelling from Spreadsheets to Code** | Jack Dougherty; Ilya Ilyankou | [**https://handsondataviz.org/index.html**](https://handsondataviz.org/index.html) | O’Reilly | 2022 |
| **Information**  **Design for the Common Good** | Courtney Marchese | [**https://fiudit-my.sharepoint.com/:b:/g/personal/lkurtzbe\_fiu\_edu/ETeRUF2E2SFGg-dwm1VGR1ABlsynlcd808f0QE69sdohBQ?e=FN1BY5**](https://fiudit-my.sharepoint.com/:b:/g/personal/lkurtzbe_fiu_edu/ETeRUF2E2SFGg-dwm1VGR1ABlsynlcd808f0QE69sdohBQ?e=FN1BY5) | Bloomsbury Visual Arts | 2021 |

# 🧰 **Required Materials and Accounts**

In this class, you will need a **Mac or PC that you can bring with you to class**. A Chromebook may not provide all of the functionality that you need to run the necessary programs we use in class. Most iPads or tablets will **not** be sufficient.

You will need at least one **notebook** that you bring with you to class, pencils, a ruler, and either colorful markers or color pencils.

For the video assignment in this class, you will need to record video and audio. Microphones and cameras are available to check out [from the library](https://library.fiu.edu/friendly.php?s=use/devices) or from the [equipment room](https://carta.fiu.edu/journalism/real-world-experiences-experiential-learning/location-facilities/equipment-rentals/). Alternatively, you are free to use your smartphone, as long as you use a [microphone](https://www.bhphotovideo.com/c/product/1496007-REG/rode_lavgo_lavalier_go_omnidirectional_lavalier.html) and a [tripod](https://www.bhphotovideo.com/c/product/1561530-REG/benro_benro_bk15_mini_tripod.html) (a filmmaking kit for smartphones is also acceptable). If you do not use the appropriate equipment, you may lose points for video or audio quality issues.

Occasionally, you may need to print out your work. You can [print at the library](https://libanswers.fiu.edu/faq/18025).

As for web applications used in class, you will need to sign up for the following tools:

* A Google account in order to use [Google Sheets](https://www.google.com/sheets/about/).
* [Flourish](https://flourish.studio/)
* [Datawrapper](https://app.datawrapper.de/signin)
* [Canva](https://www.canva.com/)
* [Miro](https://miro.com/)
* A grammar checking tool of your choice. I recommend [LanguageTool](https://languagetool.org/).
* A password manager of your choice. I recommend using the built-in password manager provided by Firefox or Chrome web browser, or [Bitwarden](https://bitwarden.com/products/personal/).
* Whichever video editing software you prefer. I recommend the free browser-based [Clipchamp](https://clipchamp.com/en/), or the free version of [Luxea](https://www.acdsee.com/en/products/luxea-free/) if you prefer to download a desktop application.

🏆 **Grading**

## Total Possible Points: 1086

## **Breakdown**

**Participation Points and Attendance**: 280 points (25.8%)

**Quizzes**: 131 points (12%)

**Assignments and Activities**: 675 points (62.2%)

## **Scale**

|  |  |
| --- | --- |
| **Letter Grade** | Percentage of Points Received |
| **A** | 100% - 95% |
| **A-** | <95% - 90% |
| **B+** | <90% - 87% |
| **B** | <87% - 83% |
| **B-** | <83% - 80% |
| **C+** | <80% - 77% |
| **C** | <77% - 70% |
| **D** | <70% - 60% |
| **F** | < 60% |

## **Assignment Submission**

Assignments **must be submitted on Canvas** (due dates are on the schedule). Some assignments require you to log in to Microsoft OneDrive. Others require working with Google Sheets, Flourish, or Datawrapper. When your work is completed on these external tools, you must still use Canvas and submit a share link to your work in the text box input. Occasionally, we will complete an activity in class for credit. These in-class activities must also be submitted on Canvas.

## **Late Assignments**

If foreseen or unforeseen circumstances prevent you from completing an assignment on time, you may request an extension. Extensions must be requested **before the due date**. I will determine a new due date for the assignment based on your individual circumstances. Late work will be accepted without penalty, but only if you reach out to me **at least two hours** **before the due date** to request an extension. Late work turned in after the deadline without an extension request will result in a loss of points (usually, half of the total points possible for that assignment).

## **Final Grades**

The last day to submit assignments is midnight, **April 26th, 2024**. I will not accept late work after this date. The deadline for faculty to submit final grades is **May 1st** . I plan to submit final grades early, by Monday, **April 29th**at 8am. If you wish to discuss your final grade before I submit it, it is important to reach out to me at least 24 hours before Monday, **April 29th**at 8am. Once final grades are submitted, there will be no changes to your final grade.

## **Attendance**

Attendance in class is worth 10 points per class. If you cannot make it to class for any reason, you may complete a **makeup assignment**, which can be found at the end of each of the class presentation slides,to recuperate the 10 points. There are **no excused absences or exceptions**. If you are experiencing an emergency or an extenuating circumstance, please talk to me as soon as possible. You may miss up to 10 classes and still get an A- in the course, without completing makeup work. It is very possible to pass the course with a C (74%), even if you do not earn any attendance points.

## **Extra Credit**

I do not round grades up to the next decimal place at the end of the semester, so I recommend completing some extra credit to help you ensure you achieve the grade you are aiming for. Extra credit opportunities will be available throughout the semester. All extra credit must be submitted before midnight, **April 26th, 2024.**

# 📰 **Caplin News**

The Lee Caplin School of Journalism and Media strongly emphasizes experiential learning, where students combine theory with hands-on practice in storytelling and media production. Caplin News is the Department's award-winning digital publication. Work from all classes in the department is submitted to Caplin News for publication.

Occasionally we share stories with partners in the professional press. While your professor will submit stories for consideration, you are responsible for doing quality work and providing all necessary materials. This opportunity will make you a better journalist or media producer, and allow you to create a portfolio that will help in finding a job after graduation.

To be published in Caplin News students must provide 1) a headshot and a two-sentence bio stating their majors and interests and 2) a copy of the work. Make sure to include the **embed links** for any multimedia elements (video, audio, visualizations). You will need to submit at least one horizontal photo at least 650 pixels wide. Address questions to your professor ([lkurtzbe@fiu.edu](mailto:lkurtzbe@fiu.edu)), digital director Chuck Strouse ([cstrouse@fiu.edu](mailto:cstrouse@fiu.edu)) or newscast professor Steve Kairalla ([skairall@fiu.edu](mailto:skairall@fiu.edu)).

# 🔏 **Course Policies**

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/). Failure to respect these course policies may result in a failing grade.

## **Respect**

This course will honor personal identity, and I urge every student to do the same. I invite you to be your most authentic self in class. Put yourself first, but also remember to respect the shared space and the others who are alongside you.

## **Factual Errors and Spelling Errors**

All student projects must be free of errors of fact. Meticulous research, careful copy editing, and a thorough proofreading of final work will usually catch any errors before the project is submitted for grading. Students who need help writing may consult the [FIU Center for Excellence in Writing](https://case.fiu.edu/writingcenter/). The center takes appointments via Zoom. You may also use a free online grammar checking tool, such as [LanguageTool](https://languagetool.org/), to proofread your writing.

## **Original Material**

All work in this class is assumed to be yours, and composed of your original material, or material that you have permission to use. Research and sourcing are fundamental to story construction. Quote attribution is required. If you use images, audio or video that you did not create, you must attribute them accordingly. Failure to **cite** material amounts to plagiarism, and you will fail the assignment. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism.

As a student of this course:

* You may not represent group work as your own individual work
* You may not submit work completed for another course as an assignment for this course
* You may not submit old work that you started before this course began as an assignment for this course, unless given explicit permission to do so

## **Improving and Editing**

In this course, many assignments include a draft requirement. This means you will submit a preliminary version of the chart, map, or writing assignment you are working on for my class. When a draft is required, it will have its own Canvas assignment drop box, rubric, and a deadline listed on the schedule. Please note that a large part of your grade for the final version of those assignments will be based on how much **feedback** you have incorporated from in-class editing sessions.

Feedback comes from both me and your peers. During class editing sessions, you will be required to submit edits of your peer's writing or visual work, providing detailed constructive criticism and a description of your suggestions for improvement.

## **Artificial Intelligence**

I am aware that AI (Artificial Intelligence) resources are widely available to generate text, images, and code. Dall-E-Mini was released in July 2022 and ChatGPT in November 2022. Students in my class are encouraged to think critically about the [problems](https://irisvanrooijcogsci.com/2023/01/14/stop-feeding-the-hype-and-start-resisting/) with these tools, and not just the benefits. Spencer Ross, professor of Social Media Marketing at UMASS Lowell, shared three ethical caveats, which I have edited here:

* Work created by AI tools may not be considered original work. Output from AI tools is derived from previously created materials that the models were trained on, but the tools may not give credit to ([or even have permission to use](https://www.nytimes.com/2023/12/27/business/media/new-york-times-open-ai-microsoft-lawsuit.html)) the source material.
* AI models have built-in biases, and they have been shown to reproduce, rather than challenge, the biases, offenses, and factual errors in their underlying sources.
* [AI tools have limitations](https://blog.smu.edu/smulibraries/2023/01/20/artificial-intelligence-and-the-research-paper-a-librarians-perspective/) (they create fake sources; they often provide false information; they lack critical thinking; they lack the ability to make judgments).

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) **without proper citation** is another form of plagiarism. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/". Here is a sample proper citation:

ChatGPT-3. (2023, January 10). "Write a syllabus policy about the academic integrity of students using ai-based tools." Generated using OpenAI. https://chat.openai.com/

These AI guidelines were based on a [crowdsourced document](https://docs.google.com/document/d/1RMVwzjc1o0Mi8Blw_-JUTcXv02b2WRH86vw7mi16W3U/edit) from college professors around the country who have shared their syllabus policies.

## **Academic Honesty**

Academic Honesty is of the utmost importance. We all value people who are honest and trustworthy. Be one.

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. For specifics, see the [Academic Misconduct procedures & sanctions](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/) as outlined in the Student Handbook.

# 🎓 **Professional Values and Competencies**

The [**Accrediting Council on Education in Journalism and Mass Communications**](http://www.acejmc.org/policies-process/principles/)requires that graduates of accredited programs (like Florida International University’s programs) be aware of certain core values and competencies (listed below). We will practice all the following values and competencies in this course, especially the ones that are highlighted.

Students will:

* Apply the principles and laws of freedom of speech and press, in a global context and in the United States;
* Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
* Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
* Present images and information effectively and creatively, using appropriate tools and technologies;
* Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
* Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
* Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
* Effectively and correctly apply basic numerical and statistical concepts;
* Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
* Apply tools and technologies appropriate for the communications professions in which they work.

🗓 **Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 1: Data & You - Personal Data Storytelling** | | **January 8th, 2023 → January 27th, 2023** | |
| Week 1 | | | |
| Theme: *collecting data to tell a story about yourself* | | | |
| Lecture 1 | What is Data Storytelling? | January 10th |  |
| Lecture 2 | Methods of Encoding | January 12th |  |
| Required Reading | [Information Design for the Common Good](https://fiudit-my.sharepoint.com/:b:/g/personal/lkurtzbe_fiu_edu/ETeRUF2E2SFGg-dwm1VGR1ABlsynlcd808f0QE69sdohBQ?e=FN1BY5):  \* Juanita Londoño, Impact Over Form, pages 46 - 49  \* Giorgia Lupi & Kaki King, Bruises, pages 197 - 202 | January 12th |  |
| Quiz | Quiz on Information Design for the Common Good | January 12th | 10 points |
| Week 2 | | | |
| Theme: *self-tracking and analog data visualization* | | | |
| Assignment | **Data Diary**: first three entries, including data portrait | January 17th | 15 points |
| Assignment | **Data Diary**: remaining two entries | January 19th | 15 points |
| Required  Materials | Dear Data: [keynote presentation video](https://vimeo.com/133608605?embedded=true&source=video_title&owner=8053320) and [website](http://www.dear-data.com/theproject) | January 24th |  |
| Quiz | Quiz on Dear Data | January 24th | 10 points |
| Week 3 | | | |
| Theme: *artistry versus efficiency in personal data storytelling* | | | |
| Assignment | **Personal Data Story** project proposal | January 24th | 20 points |
| Required  Reading | The Curious Journalist’s Guide to Data:  [Introduction](https://www.cjr.org/tow_center_reports/the_curious_journalists_guide_to_data.php) and the section titled [Communication](https://towcenter.gitbooks.io/curious-journalist-s-guide-to-data/content/communication/). | February 2nd |  |
| Quiz | Quiz on The Curious Journalist's Guide to Data | February 2nd | 10 points |
| **Module 2: Revealing the Story - Interpreting Someone Else's Data** | | **January 29th 2023 → February 17th 2023** | |
| Week 4 | | | |
| Theme: *finding patterns in data that make for good stories* | | | |
| Assignment | **Personal Data Story**: draft | January 30th | 20 points |
|  |  |  |  |
| In-class Activity | Peer feedback on Personal Data Story | January 31st | 15 points |
| Assignment | **Personal Data Story:** published on Medium | January 31st | 40 points |
| In-class Activity | Data Tweet Activity 1.0 | February 2nd | 10 points |
| Week 5 | | | |
| Theme: *introducing our toolbox for interactive visualization* | | | |
| Assignment | **Data Chat**: OneDrive Folder link with raw interview with a data expert; virtual is OK | February 6th | 20 points |
| Assignment | Peer feedback on Data Chat | February 7th | 15 points |
| In-class Activity | Data Tweet Activity 2.0 | February 9th | 10 points |
| Week 6 | | | |
| Theme: *pitching a data story - is it worth pursuing?* | | | |
| Assignment | **Data Chat**: Turn in final version of transcribed interview, with related data chart from [Our World in Data](https://ourworldindata.org/) or [Google Trends](https://trends.google.com/trends/?geo=US), on Medium.com | February 14th | 40 points |
| Assignment | Google Sheets Practice pt. 1 | February 16th | 25 points |
| Required  Reading | Chart Types & When to Use Them:  \* [The Financial Times Visual Vocabulary](https://github.com/ft-interactive/chart-doctor/blob/master/visual-vocabulary/README.md)  \* [What Questions to Ask When Creating Charts](https://blog.datawrapper.de/better-charts/) | February 16th |  |
| Quiz | Quiz on Chart Types | February 16th | 10 points |
|  |  |  |  |
| **Module 3: Data & Your Community - Which Stories Haven't Been Told?** | | **February 19th, 2023 → March 16th, 2023** | |
| Week 7 | | | |
| Theme: *pitching a data story – part 2* | | | |
| Assignment | Datawrapper Practice pt. 1 | February 21st | 25 points |
| Assignment | **Pitch for a Data Story**: including data dictionary, exploratory charts, and 1 Datawrapper chart | February 21st | 40 points |
| Week 8: February 26th – March 2nd \*\*\* *Spring Break* \*\*\* | | | |
| Week 9 | | | |
| Theme: *discovering untold stories by examining data context* | | | |
| Required Watching | Vox Data Explainer Videos:  \* [Vox: "Do I Want Kids?"](https://www.youtube.com/watch?v=4kfcsOhgzRA)  \* [Vox: "Why can't we sleep?"](https://www.youtube.com/watch?v=1otF0N6surM&pp=sAQB) | March 5th |  |
| Quiz | Quiz on Vox Data Explainer Videos | March 5th | 10 points |
| Required  Reading | Data Context: [Putting Data Back Into Context](https://datajournalism.com/read/longreads/putting-data-back-into-context) and  Missing Datasets:  \* [The Point of Collection](https://points.datasociety.net/the-point-of-collection-8ee44ad7c2fa#.y0xtfxi2p)  \* [Readme File: “On Missing Data Sets”](https://github.com/MimiOnuoha/missing-datasets) | March 8th |  |
| Quiz | Quiz on Data Context and Missing Datasets | March 8th | 20 points |
| Week 10 | | | |
| Theme: *producing a data physicalization story on video* | | | |
| Assignment | **Draft** Video Script for **Data Physicalization Video** | March 12th | 20 points |
| In-class Activity | Peer feedback on video script | March 13th | 15 points |
| Assignment | **Final** Video Script for **Data Physicalization Video** | March 13th | 20 points |
| Required  Reading | [ProPublica: The Smoke Comes Every Year](https://projects.propublica.org/black-snow/) and  [Brazil Shows You Can Harvest Sugar Cane Without Polluting the Air](https://www.youtube.com/watch?v=AqC3QPkdeYg&t=245s) | March 15th |  |
| Quiz | Quiz on "The Smoke Comes Every Year" | March 15th | 10 points |
| **Module 4: Data & Our City - Mapping Historic and Current Data** | | **March 18th, 2023 →**  **April 14th, 2023** | |
| Week 11 | | | |
| Theme: *interactive visualization toolbox, practice makes perfect* | | | |
| Assignment | **Data Physicalization Video**: OneDrive folder with raw footage of Zoom interview, overhead shot, and standup | March 21st | 20 points |
| In-class Activity | Peer Feedback on video footage | March 22nd | 15 points |
| Required Reading | [Bussed Out: How America Moves its Homeless](https://www.theguardian.com/us-news/ng-interactive/2017/dec/20/bussed-out-america-moves-homeless-people-country-study) | March 22nd |  |
| Quiz | Quiz on Bussed Out | March 22nd | 10 points |
| Week 12 | | | |
| Theme: *working with maps and geospatial data* | | | |
| Assignment | Publish on Medium.com: **Data Physicalization Video** | March 28th | 40 points |
| Required  Reading | Maps:  [Information Design for the Common Good](https://fiudit-my.sharepoint.com/:b:/g/personal/lkurtzbe_fiu_edu/ETeRUF2E2SFGg-dwm1VGR1ABlsynlcd808f0QE69sdohBQ?e=FN1BY5): pgs. 108 - 112.  From Spreadsheets to Code: Chapter 7: Map Your Data  \* [Introduction](https://handsondataviz.org/map.html)  \* [Map Design Principles](https://handsondataviz.org/map-design.html#map-design)  \* [Design Choropleth Colors & Intervals](https://handsondataviz.org/design-choropleth.html#design-choropleth)  \* [Normalize Choropleth Map Data](https://handsondataviz.org/normalize-choropleth.html) | March 29th |  |
| Quiz | Quiz on Maps | March 29th | 10 points |
| Week 13 | | | |
| Theme: *mapping with Datawrapper* | | | |
| Assignment | Datawrapper Practice pt. 2 | April 1st | 25 points |
| Assignment | Google Sheets Practice pt. 2 | April 1st | 20 points |
|  |  |  |  |
| Assignment | **Map Story**: geospatial data dictionary | April 3rd | 20 points |
| Assignment | **Map Story**: draft of your Datawrapper or Flourish map | April 4th | 20 points |
| In-class  Activity | Peer feedback on map draft | April 5th | 15 points |
| Week 14 | | | |
| Theme: *using US Census data to tell a compelling story* | | | |
| Assignment | **Map Story**: writing draft | April 9th | 20 points |
| In-class  Activity | Peer feedback on map story writing | April 10th | 15 points |
| Assignment | **Map Story**: completed and published on Medium.com | April 12th | 30 points |
| Required Reading | [Information Design for the Common Good](https://fiudit-my.sharepoint.com/:b:/g/personal/lkurtzbe_fiu_edu/ETeRUF2E2SFGg-dwm1VGR1ABlsynlcd808f0QE69sdohBQ?e=FN1BY5):  Case Study: Dawn Kai, Life in the Camps pgs. 136 – 137  Also, read the corresponding [Reuters](http://fingfx.thomsonreuters.com/gfx/rngs/MYANMAR-ROHINGYA/010051VB46G/index.html) [article](http://fingfx.thomsonreuters.com/gfx/rngs/MYANMAR-ROHINGYA/010051VB46G/index.html). | April 12th |  |
| Quiz | Quiz on "Life in the Camps" | April 12th | 10 points |
| **Module 5: Data & The World - Global and Local Stories** | | **April 15th, 2023 →**  **April 28th, 2023** | |
| Week 15 | | | |
| Theme: *connecting worldwide data to local storytelling* | | | |
| Assignment | **Miami Story**: data dictionary and exploratory data visualization | April 16th | 20 points |
| Assignment | Miami Story draft writing and visualizations | April 18th | 25 points |
| In-class Activity | Peer feedback on Miami Story draft | April 19th | 15 points |
| Required Reading | The Pudding: ["On Upward Mobility"](https://pudding.cool/2022/11/upward-mobility/) | April 19th |  |
| Quiz | Quiz on "On Upward Mobility" | April 19th | 10 points |
|  |  |  |  |
| Week 16 | | | |
| Theme: *FINALS WEEK!* | | | |
| Required  Reading | Investigating the Concept of Data:  \* [Raw Data is an Oxymoron](https://fiu-flvc.primo.exlibrisgroup.com/permalink/01FALSC_FIU/1c4r23j/cdi_askewsholts_vlebooks_9780262312332), Lisa Gitelman, pgs. 1-4  \* [Smithsonian Magazine: "W.E.B. Du Bois’ Infographics Come Together for the First Time in Full Color"](https://www.smithsonianmag.com/history/first-time-together-and-color-book-displays-web-du-bois-visionary-infographics-180970826/)  \* [All Data Are Local](https://fiu-flvc.primo.exlibrisgroup.com/permalink/01FALSC_FIU/1k8k11k/alma991002227261506571), Yanni Loukissas, Local Origins chapter, Delimiting the Local, pgs. 18 - 24 | April 26th |  |
| Quiz | Quiz on Investigating the Concept of Data | April 26th | 10 points |
| Assignment | **Miami Story**: completed and published on Medium.com | April 24th | 40 points |
|  |  |  |  |

\*\*This syllabus is subject to change\*\*