Feminisms & Interaction Design

Spring 2019 · TR 9:30 – 10:45 PM · Shanks 360
[originally designed by Dr. Sano-Franchini]

INSTRUCTOR

- Dr. Chris Lindgren
- Shanks Hall 207
- T 1–2 PM, and by appt.
- lindgren@vt.edu
- @lndgrn

COURSE MATERIALS

For this course you will need:

- Wachter-Boettcher, *Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech*, 2017
- writing implements for note taking & in class activities;
- reliable computer and internet access;
- readings to be posted to Canvas.

COURSE DESCRIPTION

ENGL 4874 Issues in Professional and Public Discourse is designed for Professional and Technical Writing majors. This course focuses on the ways in which technical and professional communications influence, and are influenced by, public discourse, through a focus on feminist theory and interaction design (IxD). IxD is useful to professional and technical writing because it is highly concerned with users (audience), usability, and goals (purpose). At the same time, those of us who work in the humanities can contribute to IxD through our training in rhetorical critique and cultural analysis. Further, Cheryl Buckley (1986) stated, "Women have been involved with design in a variety of ways—as practitioners, theorists, consumers, historians, and as objects of representation. Yet a survey of the literature of design history, theory, and practice would lead one to believe otherwise. Women's interventions, both past and present, are consistently ignored." In this course, we will ask ourselves:

- What is the relationship between feminism and design?
- What does it mean to think about communication more generally from a design perspective?
- How can feminisms enable socially responsible and responsive approaches to design?
- What do current conversations about feminism and human computer interaction (HCI) look like?
- How can feminist perspectives support user research, design, problem framing, prototyping, and design assessment?

We will consider these questions by discussing the relationship between feminisms and design, by learning how to critique design through a feminist lens, and by engaging in feminist interaction design.

As with other Senior Seminars, the course will be reading and writing intensive, with a focus on abstract reasoning and deep engagement with theoretical texts.

LEARNING OBJECTIVES

With successful completion of this course, you will be able to:

- analyze the social, political, and cultural effects of professional and public discourse using principles of rhetorical criticism and concepts within feminist theory;
- explain the interplay of rhetoric and ethics in formulating professional and public policies;
- draw logical connections across multiple texts, ideas, objects, and bodies;
- compose analyses in a variety of media about professional or public issues.

In the same way that industrial designers have shaped our everyday life through objects that they design for our offices and for our homes, **interaction design** is shaping our life with interactive technologies—computers, telecommunications, mobile phones, and so on. If I were to sum up interaction design in a sentence, I would say that it's about shaping our everyday life through digital artifacts—for work, for place, and for entertainment.

Gillian Crampton Smith
2002

ACCESSIBILITY

If you need adaptations or accommodations because of a disability (learning disability, psychological, physical, etc.); if you have emergency medical information to share with me; or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. To receive accommodations for any disability, you may also contact Services for Students with Disabilities (310 Lavery Hall, 430 Old Turner Street; 231-3788; ssd@vt.edu).

If you do not have a documented disability, keep in mind that other support services, including Innovation Space, the Writing Center, and Cook Counseling Center, are available to all students. Your success in this class is important to me. If there are circumstances that may affect your performance in this class, let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

MAJOR ASSIGNMENTS
Weekly Reading Response (30%)
Due in Canvas > Discussion every Monday by 11:59 PM.

Each week, you will submit a 500-word response to the coming week's assigned readings (you can choose to focus on the set of readings for either the coming Tuesday or Thursday). For each response, you should include the following components:
- brief summary (no more than one paragraph);
- discussion of 2-3 key concepts/ideas from the text;
- at least two discussion questions.

Your responses will be graded based on the following criteria:
- includes all of the components listed above (summary, key concepts/ideas, questions);
- demonstrates a clear, thoughtful, and engaged understanding of ideas from the text(s);
- draws connections between the assigned texts and other texts, events, and/or ideas;
- provides compelling and generative questions for discussion.

Discussion Facilitation (10%)
Due: _____

For one class session, you will be responsible for facilitating discussion about that day's reading assignment. The goal is to help us come to an understanding of what the reading was about, key concepts and ideas from the readings, and how the reading connects to other readings, ideas, and discussions.

You are welcome to work toward these goals in any way you see fit. Creative approaches are strongly encouraged. You should come prepared with:
- a brief summary of the day's reading(s),
- a list of key concepts from the readings,
- connections to other readings we've done in class,
- an example that illustrates a central idea from the reading(s); in other words, bring a "real world" example that helps illustrate one or more key ideas/concepts,
- 3-5 discussion questions for us to consider.
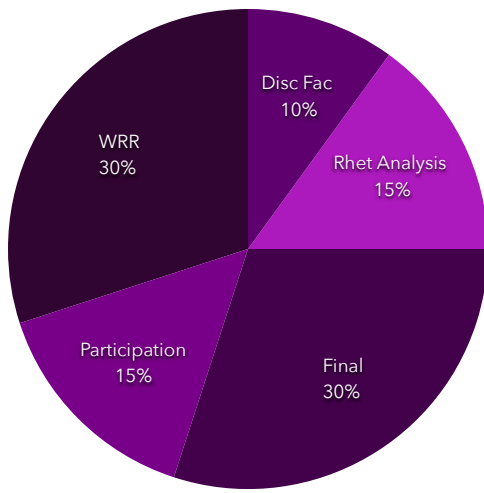
WORK LOAD

Students should expect to spend an average of **6 hours per week** on this 3-credit course, outside of our regularly scheduled class

Note that any group work assigned in this class may require you to meet with your group outside of class time.

Your discussion facilitation will be graded based on how effectively you helped us achieve the goals listed above, as well as the creativity of your approach.

Feminist Rhetorical Analysis (15%)
Due in Canvas > Assignments on Tuesday, March 5, by 11:59 PM.

This 4–6 page paper will be a feminist rhetorical analysis of an object of your choice. You will be asked to consider:

- What ideas are embedded in this artifact, especially in relation to gender, gender bias, sexuality, sexism, or other feminist value?
- How are these messages conveyed? That is, through what rhetorical means (and/or through what design choices)?

Final Seminar Project (30%)
Due in Canvas > Assignments on Tuesday, May 14, by 11:59 PM.

For your final seminar project, you are assigned to work in small groups to design a conceptual prototype (mobile application, game, interface, performance, or something else) backed by theories, research, and ideas in feminisms and interaction design. This prototype will be accompanied by a 8–10 page white paper that reflects on the process of developing the prototype, and that discusses how texts in feminist theory and interaction design informed or supported that development. This white paper should cite at least 10 sources from class. You are encouraged to use and draw from previous Weekly Reading Responses to develop the written portions of this project.

Deliverables: Proposal, Prototype, White Paper, Presentation, Reflection

Participation (15%)
The success of this class depends on your participation and open communication. Fifteen percent of your grade will be based on your contributions to class discussions and your engagement in class activities. Participation includes coming to class everyday, on time, and prepared, having completed the required readings and assignments, and ready for thoughtful and active engagement with each other. Participation also includes asking questions, attending office hours, sharing helpful links and media, providing feedback about the course, and engagement via email. All students are expected to participate in an active, open, and respectful manner, in small and large groups.

Shaowen Bardzell, 2010

Feminism is a natural ally to interaction design, due to its central commitments to issues such as agency, fulfillment, identity, equity, empowerment, and social justice.

ATTENDANCE

Because this course is interactive and requires high levels of student participation, your attendance and participation are expected at all class sessions. We will use discussions and other activities as a way of building knowledge, and there is no substitute for your presence during these times. Because illnesses and emergencies sometimes happen, you are permitted two absences (one week) without penalty. All other absences will result in a **deduction of 5 percentage points per absence from your final course grade.**

If you are absent, you are responsible for getting notes from a classmate and for fulfilling any assignments that are due. If you know in advance that you must miss class, you should contact me and others with whom you are working prior to your absence to coordinate future activities.

Being late for class or leaving early is considered unprofessional and can affect your grade for this course. Three tardies will equivalent one absence. This means that if you are absent twice and late three times, **your final grade will be lowered 5%.**

If you come to class after I have taken attendance, it is your responsibility to check that I marked you present after class.

TECHNOLOGY POLICY

You should not use a laptop, desktop, or cell phone during class to follow a game, check social media, play games, or do work for other classes. Such activities not only distract you (meaning you will be less able to participate meaningfully in class discussions), but they also distract those around and behind you. Your participation grade is contingent on you being respectful and attentive to what is going on in class and not engaging in distracting behavior. **Those who consistently engage in inappropriate uses of technology will be counted absent for the day.**

Cell phones should be set to silent or switched off before entering the classroom.

Email Requirements

All email correspondence should be professional in tone, content, and formatting, and <u>must</u> include:

1. a clear subject line that includes the course number (ENGL 4874);
2. a formal opening address with the title and name of the person you're addressing (Dear Dr. Lindgren); and
3. a signature identifying your name.

If you email me, you can expect a response within 48 business hours. If you have not heard back from me within 48 hours, I encourage you to send a follow up email explaining the situation.

⚠ LATE WORK

Late work will not be accepted except in extenuating circumstances (i.e. death, disease, or disaster), and with official documentation of these circumstances.

Technological failure does not constitute an extenuating circumstance. It is therefore important that you back up your files and save files you are working on frequently to a reliable space (i.e. the cloud; Google Drive, Dropbox).

If for some reason Canvas is not functioning properly, email me an attachment of the assignment with a message explaining the situation, and upload the file as soon as you can.

Acronyms to Know

IxD Interaction Design
HCI Human Computer Interaction
UX User Experience
UI User Interface
PD Participatory Design

FREE EXTENSION POLICY

ONCE during the semester you may ask and receive an extension on an assignment. You must make arrangements with me at least **48 hours before the assignment is due**.

As an individual, you may not receive an extension on a collaborative assignment or presentation because others are counting on you.

GRADING

Grades will be based on a 100-point scale, as described below:

A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

More specific criteria will be provided for each assignment.

GUIDELINES FOR CLASS CONDUCT

All course participants are expected to be respectful of academic and personal differences that are present in this classroom and in our conversations, discussions, and interactions with one another. Anyone who exhibits disrespectful behavior will be asked to leave, and I will <u>strongly</u> recommend your removal from the course. In addition to a general standard of mutual respect in this classroom, all participants are asked to adhere to the following classroom policies:

Respectful and Empathic Listening
Effective dialogue hinges on our ability to listen with the goal of understanding and building connections— even if we disagree with what is being said. To work toward understanding, we will respect that each person's perspectives are valid, and that they come from a legitimate place. If we don't understand those perspectives, we will ask questions and avoid making silent judgements.

Personal Responsibility: We will use "I statements" (such as "I believe that…) rather than generalizing or provoking (but don't you think that..?).

Collective Responsibility: We will speak for ourselves and not for others (including groups to which we belong). Likewise, we will respond to content rather than personalize comments that are made.

Mindfulness: We will be mindful of our personal impact on the group. Dominating discussions, interrupting others, arriving late, texting on your phone, checking Facebook, and eating or drinking noisily are examples of having a negative impact.

Confidentiality: Any sensitive information about individuals shared during class discussion remains in the classroom.

Ongoing Development: We will review our classroom protocol regularly to insure that we are meeting our expectations, and to determine if additional guidelines are needed.

PRINCIPLES OF COMMUNITY

All members of this course are expected to adhere to Virginia Tech's Principles of Community http://www.diversity.vt.edu/principles-of-community/principles.html:

- We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- We affirm the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- We pledge our collective commitment to these principles in the spirit of the Virginia Tech motto of *Ut Prosim* (That I May Serve).

HONOR CODE

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states: "As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. For additional information about the Honor Code, visit: www.honorsystem.vt.edu.

STUDENT PERCEPTIONS OF TEACHING

You are strongly encouraged to complete the Student Perceptions of Teaching (SPOT) questionnaire at (https://eval.scholar.vt.edu). Constructive student feedback is important for enhancing the learning experience in this course. Changes to the class and instruction may result from suggestions that are shared with me. Comments about specific aspects of the course or instruction are most helpful.

FROM THE DEPARTMENT OF ENGLISH

Please note that the Department of English may use your written work in its assessment of its teaching and learning goals. In such cases, your name will be removed and your work assessed anonymously. Your work will not be shared with any individual outside of the department. It will be used strictly to help the department off er students the best possible academic experience.

UNIVERSITY RESOURCES

The Writing Center (http://composition.english.vt.edu/writing-center; Newman Library, 2nd floor; 231-5436)
University Libraries (http://lib.vt.edu; 560 Drillfield Drive; 231-6170)
Cook Counseling Center (http://ucc.vt.edu; 107 East Eggleston; 231-7809)
Services for Students with Disabilities (http://ssd.vt.edu; 430 Old Turner Street; 231-3788)

ONLINE RESOURCES

Interaction Design Association IxDA.org
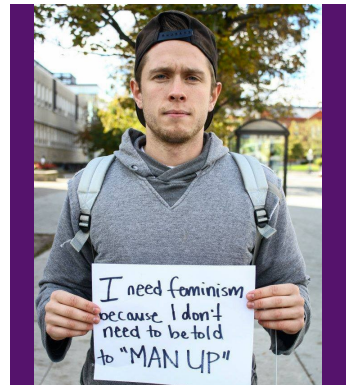**Interaction Design Foundation** interaction-design.org
FemTechNet femtechnet.newschool.edu
Everyday Feminism everydayfeminism.com
The Feminist Wire thefeministwire.com
Crunk Feminist Collective crunkfeministcollective.com
Black Girl Dangerous blackgirldangerous.org

WORKING COURSE SCHEDULE

This schedule is for planning purposes only and is subject to change.

INTRODUCTIONS; WHAT IS (ARE) FEMINISMS?

T 1/22	Introductions, syllabus, and course expectations **Tasks:** • Sign up for Discussion Facilitation	
R 1/24	**Read:** • hooks, "Feminism is for Everybody," Chs. 1-10 **Discuss:** • What is rhetoric? How can we use a rhetorical lens to read hooks? • What do you think of when you hear the word "feminism"? What is feminism to hooks?	
T 1/29	**Read:** • hooks, "Feminism is for Everybody," Chs. 11-18 (Skim), 19 • Sano-Franchini, Sackey, Pigg, "Methodological Dwellings" • Crossley, "What bell hooks Really Means When She Calls Beyonce a Terrorist" • Crunk Feminist Collective, "On bell, Beyonce, and bullshit" • King, "Is Beyonce a Terrorist? Black Feminist Scholars Debate bell hooks" **Tasks:** • Discuss your definitions of feminism, methods, and assessment criteria.	**Assignments Due:** • WRR 1: Respond to readings by hooks; Crossley; Crunk Feminist Collective; King; and Sano-Franchini, Sackey, and Pigg. Research your own definitions of feminism. Choose three definitions and discuss: 1) your methods for finding those definitions, and 2) assessing the credibility of the citations.
R 1/31	**Read:** • Utt, "A New Masculinity" • Kutner, "Joseph-Gordon-Levitt: 'I'd Absolutely Call Myself a Feminist'" • Connell & Messerschmidt, "Hegemonic Masculinity" • Steinem & Shifman, "Help Boys, but Don't Shortchange Girls" • Hubbard, "Rethinking Women's Biology" *Facilitator: Kathryn* **Tasks:** • Building a Feminist Framework: Develop a working list of key feminist concepts, concerns, and values over Google Docs. • Practice applying feminisms to a cultural context	**Assignments Due:** • Come up with a list of concepts, concerns, and values that are important to feminism.
T 2/5	**Read:** • Fletcher, Disappearing Acts, Skim excerpt from Preface and Chp. 4, Chp. 5 • AAUW, "Gender Pay Gap by State and Congressional District" • Cain Miller, "Pay Gap is Because of Gender, Not Jobs" • Weisul, "For Women, the Pay Gap Begins at Birth. Or At Least Graduation" • Dwoskin, "Why Women Earn Less Than Men a Year Out of School" • Cain Miller, "Paid Leave Encourages Female Employees to Stay" • Willis, "Does the Prospect of Running for Office Discourage Women?" • Mason, "The Baby Penalty" • Hu, "How the Meritocracy Myth Affects Women in Technology" • Sydell, "In Tech Marketing Jobs, Women's Successes are Rarely Recognized" • Vedantam, "Why Aren't More Girls Attracted to Physics?" • Lewis, "Women in Engineering Earn 25% Less Than Men" • Davis, "The One Word Men Never See in Their Performance Reviews" *Facilitator: Julia McCartney*	**Assignments Due:** • WRR 2: Gender and Work, OR Responses to Feminism

R 2/7	**Read:** • Ahmed, *Living a Feminist Life* (Introduction) • Utt, "Intent vs. Impact: Why Your Intentions Don't Really Matter" • Women Against Feminism Tumblr • Fiorina, "Here's Why Democrats' Phony 'War on Women' Won't Work in 2014" • Venker, "Why Women Still Need Husbands" • Young, "Stop Fem-Splaining: What 'Women Against Feminism' Gets Right" *Facilitator: Rachel Beisser* **Tasks:** • Assign Feminist Rhetorical Analysis Paper	

IxD BASICS

T 2/12	**Read:** • Norman, Ch. 1 "The Psychopathology of Everyday Things" • Smith, "What is Interaction Design?" • "Trends in UI, Interaction, & Experience Design" • "Meet Noah, Interaction Designer for Google Search on iOS" *Facilitator: Taylor Dickerson* **Tasks:** • Share what artifact you are thinking to focus on for your Feminist Rhetorical Analysis Paper	**Assignments Due:** • WRR 3: IxD Basics • Share your list of feminist concepts, definitions, and values in the Feminist Concepts spreadsheet.
R 2/14	**Read:** • Kolko, *Thoughts on Interaction Design*: Overview & Ch. 7 "Wicked Problems" • Shariat & Savard-Saucier, *Tragic Design*: Chp. 5 - "Design can exclude" • Sano-Franchini, "Designing outrage" *Facilitator: Amanda Tinkleman* **Tasks:** • Feminist Rhetorical Analysis Paper check in	
T 2/19	**Read:** • Excerpt from Cooper, Reimann & Cronin, *About Face* • Krug, *Don't Make Me Think*, Chs. 1-2 *Facilitator: Kelley*	**Assignments Due:** • WRR 4
R 2/21	**Tasks:** • Workshop Feminist Rhetorical Analysis Paper	**Assignments Due:** • Full draft of FRA Paper
T 2/26	**Read:** • Saffer, "Microinteraction" • Norman, Ch. 2 "The Psychology of Everyday Things" • "Microaggression," Wikipedia • Darkpatterns.org (Watch intro video, peruse Types, etc.)	**Assignments Due:** • WRR 5 • Second draft of Feminist Rhetorical Analysis Paper • Facilitator: Mitch Young

R 2/28	**Read:** • Wong, "You're unique, just like everybody else" • Wu, "As Technology Gets Better, Will Society Get Worse?" • *Guardian*, "Women's Rights, Country by Country" • *Guardian*, "Women's Rights Around the Globe: Behind the Data" *Facilitator: Abby Whittleton* **Tasks:** • Discuss IxD job advertisements.	**Assignments Due:** • Find an ad for an IxD job. Briefly describe the position, including the skills required. Use feminist theory to analyze the ad. Then discuss the ad in relation to yourself: Why does –or doesn't–the position interest you? If the position does interest you, what do you need to do to develop or exceed the skills required? If the position does not interest you, describe a position that would. Bring the ad to class.

FEMINISMS + DESIGN

T 3/5	**Read:** • Buckley, "Made in Patriarchy" • Buckley, "Made in Patriarchy–A Reworking" • Nochlin, "Why have there been no great women artists?" • Excerpt from *The Guerrilla Girls' Bedside Companion to the History of Western Art* *Facilitator: Amy Foltz*	**Assignments Due:** • WRR 6 • Final version of Feminist Rhetorical Analysis due in Canvas > Assignments by T 3/5 at 11:59 PM.
R 3/7	**Read:** • Menkman, "Behind White Shadows" • Bivens & Haimson, "Baking Gender Into Social Media Design: How Platforms Shape Categories for Users and Advertisers" *Facilitator: Michael*	

SPRING BREAK: 3/11–3/15

T 3/19	**Read:** • Weisman, Discrimination by Design, Introduction & Ch. 1 • Lenhart et al., "Online Harassment, Digital Abuse, and Cyberstalking in America" (Skim) • Revisit Connell & Messerschmidt, "Hegemonic Masculinity" (Skim and consider focusing on pp. 829-35, 44-52) *Facilitator: Savanna* **Tasks:** • Designing a feminist space	**Assignments Due:** • WRR 7
R 3/21	**Read:** • Lupton, "Graphic Design in the Urban Landscape" • Weill, "How Youtube Built a Radicalization Engine for the Far-Right" • Svendsen, "'Good Design Is Feminist Design': An Interview with Sheila de Bretteville" *Facilitator: Kendall Daniels*	

FEMINISMS + HCI

T 3/26	**Read:** • Wachter-Boettcher, *Technically Wrong* (Chapters 1 and 3) • Gurak & Bayer, "Making Gender Visible" • Shen, "How Many Women Does It Take to Change Wikipedia?" (skim) • Stierch, "Women and Wikimedia Survey 2011" (skim) **Tasks:** • Assign Final Prototyping Project	**Assignments Due:** • WRR 8 • *Facilitator: Mairin*
R 3/28	**Read:** • Wachter-Boettcher, *Technically Wrong* (Chp. 7 - "Algorithmic inequality") • Noble, Algorithms of Oppression, (Introduction and Chp. 1 "A society, searching") • Bardzell & Blevis, Lens of Feminist HCI **Tasks:** • Ideation Session: As a class, come up with a list of 100 wicked problems.	**Assignments Due:** • *Facilitator: Meredith*
T 4/2	**Read:** • Peddle, Powell, & Shade, "Bringing Feminist Perspectives into Community Informatics" • Muller, Feminism asks the "Who" questions in HCI **Tasks:** • Develop final project groups. • In your groups, come up with a list of 100 solutions to your chosen wicked problem.	**Assignments Due:** • WRR 9 • Identify which wicked problems are most compelling to you.
R 4/4	**Read:** • Bardzell, "Utopian Design? Feminism and Critical Design" • Lacy & Labowitz, "Feminist Media Strategies for Political Performance" • wilkie & Bieda, "Releaux Selectors" *Facilitator: Ayveri Lane*	**Assignments Due:** • In small groups, narrow down your list of 100 solutions. Make a decision about what you will design for the final project.
T 4/9	**Read:** • Nieusma, Alternative Design Scholarship • Oudshoorn, Rommes, Stienstra, "Configuring the User as Everybody" **Tasks:** • Share preliminary ideas for final prototyping project. • Proposal Writing	**Assignments Due:** • WRR 10 • Proposal draft due • No DF for today
R 4/11	**Read:** • Light, "HCI as Heterodoxy: the Queering of IxD" • Moore & Szumowski, "A Ladydrawers History of Women's Rights, Parts IV & V" • Love, "Queer" (Keyword analysis) • Stephens, "Normal" (Keyword analysis) **Tasks:** • Review White Paper	**Assignments Due:** • **Continue working on proposals.** • Request Axure Education License with your vt.edu email address. • ***Facilitator: Loren***

PRAXIS

T 4/16	**Read:** • Lowgren & Stolterman, *Thoughtful Interaction Design* Ch. 3 Methods & Techniques • Moggridge, People and Prototypes • Pratt & Nunes, *Interactive Design* Building Sitemaps, Wireframes, and Prototypes • Nielsen, Turn User Goals into Task Scenarios for Usability Testing **Tasks:** • Share observations (See Moggridge, pp. 667-677) • Learning about users: Task Scenarios and Methodologies	**Assignments Due:** • Create a task scenario and choose 1 method from Moggridge (pp. 667-77) to conduct. Reflect on the collection and analysis experience and report back next time.
R 4/18	**Read:** • Kolko, Designing with the Fourth Dimension in Mind If your group is designing a **mobile application**, read: ‣ McVicar, Designing for Mobile, Part 1; Part 2 here; Part 3 here. If your group is designing a **website**, read; ‣ Nielsen, How Users Read on the Web ‣ Wilson, What Websites Could Learn from Mobile ‣ Kamerer, The Human Element of Websites ‣ Nielsen, Top 10 Mistakes in Web Design Two other short readings for **everyone** this weekend: ‣ Maier, Complete Beginner's Guide to Interaction Design ‣ Nielsen, Mental Models **Tasks:** • Paper Prototyping	**Assignments Due:** • Email me a link to your group's proposal drafts by R 4/18, 11:59 PM.
T 4/23	**Tasks:** • Studio time for groups: Wireframing, journey maps, and other work towards prototypes to test.	**Homework:** • Submit proposals in Canvas. • Work on Final Project: Develop paper wireframes and prototypes.
R 4/25	**Tasks:** • Studio time for groups	**Homework:** • Work on Final Project: Continue prototyping and research work. • Should have plans for testing, or already run a test or 2, for design iterations.
T 4/30	**Tasks:** • Final project updates • Talking about your work with others: Expectations and purposes of the Presentation and Reflective Cover Memo • studio time with for groups	**Homework:** • Work on Final Project: Should have started to draft white paper.
R 5/2	**Tasks:** • Time to work in groups; work on presentations. Decide: What aspects of your prototype will be most interesting to show? Are you able to articulate the relationship of your prototype to feminisms & interaction design? What feedback will be most useful? How will you present your information so that you can get the best feedback? *Note: Feedback can be for the prototype or white paper.*	**Homework:** • Work on Final Project: • Continue work on white paper, and • Begin work on presentation

| T 5/7 | **Tasks:**
• Final Project Presentations
• Open office hours; work with groups to revise and complete final project. | **Assignments Due:**
• Critical Reflection (due on 5/14 at 11:59pm in Canvas). Choose one:
  ‣ Connect what you learned in class throughout the semester to your identity or approach to professional writing.
  ‣ Connect what you learned in class throughout the semester to your future goals.
  ‣ Apply what you learned in class throughout the semester to a current event/topic.
  ‣ Describe how you achieved the stated learning outcomes over the course of the semester. |

Final Project Dossier Due to Canvas > Assignments by Tuesday, May 14 at 11:59 PM