**CIST 3000-004/006/007**

**Syllabus\***

**College of Information Science & Technology**

**University of Nebraska at Omaha**

*\*Syllabus subject to change with notice*

**Advanced Composition for IS&T**

**FALL 2019**

**Thom Davis, Instructor**



Source: Google

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Course Logistics

**IMPORTANT DATES**

**Fall semester begins: 8/26**

**labor day: 9/2 (9/3)**

**fall break 1: 10/21-10/22**

**last day to drop class with “W”: 11/8**

**fall break 2: 11/27-12/1**

**last day of class: 12/11 (12/12)**

|  |  |
| --- | --- |
| **The Class** | |
| Course Section and Title: | CIST 3000-004/006/007: Advanced Composition for IS&T |
| Prerequisite: | ENGL 1160/1164, English Composition II, or placement |
| Recommended Text:  Required Free Handbook: | Lannon, J. M., & Gurak, L. J. (2014). *Technical Communication* (14th ed.)*.*  Purdue OWL, https://owl.english.purdue.edu/owl |
| General Course Information: | You must be present and in-person for the entire semester to enroll in this class. |
| Course Communication  Requirements: | Email: You **must** check and respond to your university email regularly. The mail function on Canvas is acceptable. |
|
| **The Instructor** | |
| Name: | Thom Davis  MA, English, UNO; MA, Theatre, UMKS  MA, Theatre, UMKC |
| How/When to Reach Me: | Email anytime: [tedavis@unomaha.edu](mailto:tedavis@unomaha.edu)  Phone  Office location/hours: TBA  , or by appointment. |

Course Overview

The course provides students with instruction and practice in academic and professional communication for the technical sciences while concentrating on principles of rhetoric and composition, advanced library-based research techniques, and academic and professional modes of writing suited to the technical sciences, all with attention to adapting writing to suit the needs of various academic and professional audiences. Your semester project is to devise and build a final report, and you will deliver a narrated presentation on a topic from your project.

Since this is the third semester of writing, you are expected to already possess a strong foundational knowledge of English and writing. CIST 3000 fulfils a Gen Ed requirement, and is a Writing in the Discipline Single Course.

**English & Writing Student Learning Outcomes**

CIST 3000 fulfils the university’s 3rd semester gen ed writing requirement. After completing this writing in the discipline course, students shall be able to do the following:

·         demonstrate further development of the writing skills learned in foundational composition courses;

·         engage in the major discipline's research practices, using the databases, bibliographies, and documentation conventions appropriate to the discipline;

·         use the writing strategies and genres expected in the relevant academic and professional communities; and

·         demonstrate command of the major discipline's discourse practices, vocabulary, and style.

Student Responsibilities

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* You are expected to act in a professional manner and meet your obligations for the course, namely, to complete assignments per specifications and deadlines
* Attend lectures and participate in class activities and peer reviews and critiques
* Stay current with and participate in class interaction and communication
* Be polite and respectful of others in the class in all communication and peer groups/review processes
* Use highest standards of academic ethics and professionalism in all course tasks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Student Services

* **Counseling & Psychological Services (CAPS)**

wellness.unomaha.edu

After Hours Emergency: 402-554-2409, press 2

* **Gender & Sexuality Resource Center**

GSRC.UNOMAHA.EDU | 402.554.2890 | UNOGSRC@UNOMAHA.EDU | 112 MBSC

* **Military & Veteran Services**

402.554.2349

117 Milo Bail Student Center (MBSC)

unovets@unomaha.edu

Methods of Instruction

* Instructional methods include lectures, group discussion, individual writing, and presentations
* Feedback from and regular interaction with the instructor provide guidance during the development of assignments
* Peer groups, review, and critiques are used during the semester to learn how others are approaching their projects, including the draft, design, and presentations

Accessibility Services

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu))

Assignments

Overview

A major point of Advanced Composition for IS&T is to learn and practice technical documents you might use in your classes, or in your careers. Our course is built around a semester-long technical writing project (report) that culminates in a narrated presentation and a substantive report. The assignments are scaffolded and organized around the project and designed to follow the development process in writing. Class topics focus on the stages of writing and the types of writing represented in each assignment.

Detailed specifications and grading criteria for each assignment are available on Canvas and will be reviewed in class. To succeed in the class, attend and review the relevant lectures, read and follow the assignment specifications, and incorporate instructor and peer feedback from one assignment to the next. The final report serves as a cumulative final exam and should show improvement from prior assignments.

Semester Assignments

*(see specs sheet for each assignment)*

**🡪You must complete each assignment in sequential order to progress in the course. No exceptions!**

**Student Questionnaire/Introduction**

1. Written introduction (of you, to me and your classmates)
2. Posted to Canvas Discussion Board

**Assignment 1: Subject of Report Proposal in Memo Format**

1. Feasibility report in memo format on the proposed subject of your final report, including your subject and purpose

Posted to Canvas

**Assignment 2: Research Strategy Proposal**

1. Proposed research plan with five annotated sources—two peer-reviewed, academic journal articles and three reputable websites
2. References list in APA format
3. Posted to Canvas

**Two-minute Pitch Presentation**

1. Two-minute overview of report subject and purpose presented to class
2. Peer partners chosen

**Draft Peer Review and Revision**

1. In-class peer review of draft of Draft (A3)
2. Revision of draft of Draft
3. Second in-class peer review of draft revision

**Assignment 3: First Draft of Report**

1. Cover letter with update on progress
2. Draft of the report (around 50% complete)
3. Peer review in class
4. Posted to Canvas

**Assignment 4: Design of Report**

1. Planning sheet for self-created visual
2. Style sheet
3. Posted to Canvas

**Assignment 5: Presentation**

1. Narrated PowerPoint presentation (in-class) on a subject from your report
2. Detailed outline of presentation (turned-in after presentation)
3. Peer critiques in class

**Assignment 6: Final Report**

1. Transmittal letter with overview of report
2. The report itself: A formal, analytical report with a minimum of 13-15 single-spaced pages, not counting front and end matter
3. Posted to Canvas by December 18 at 11:59 pm

Format and Timeliness

Due dates for assignments are shown in the Course Schedule at the end of syllabus. **All written** **assignments are due before class** on the due date (except the final report).

🡪Points for an assignment will be reduced 5% each day the assignment is past due. No late assignments accepted after seven-days.

\*Special Notes\*

**🡪No late assignments accepted for Presentation or Final Report.**

**🡪No Incompletes given.**

🡪**No emailed assignments will be accepted.**

**🡪There are no extra credit assignments in this course**.

**🡪If you withdrew from or took this course in a previous semester, you may not reuse any assignments from the previous course. You may not repeat your subject from the previous course without substantial revision. Any “recycled” assignment from a previous course will receive a grade of zero. Please see me if you have any questions about this rule.**

Assessment & Grades

**Table 1. Components of Course Grade**

|  |  |  |
| --- | --- | --- |
| Student Introduction Essay |  | **25** |
| Assignment 1, Subject of Report: | Memo on Subject and Report | **75** |
| Assignment 2, Research Strategy Proposal: | Research Proposal for Report | **90** |
| Presentation, Two-Minute Pitch |  | **10** |
| Draft Peer Review and Revision |  | **50** |
| Assignment 3, Draft of Report: | Cover Letter  Outline of Report  Draft of Report | **150** |
| Assignment 4, Design of Report: | Planning Sheet & Style Sheet | **50** |
| Assignment 5, Presentation: | Narrated Presentation  Outline of Presentation (paper copy ONLY)  Peer Critiques | **150** |
| Assignment 6, Final Report: | Transmittal Letter  Final Report | **300** |
| Participation | Calculated at end of semester | **100** |
|  | **TOTAL** | **1000** |

Final Letter Grade in the Course

Your final letter grade in the course is based on the points that you receive out of the total 1000 maximum possible points for the course. Table 2 shows the grading scale.

**Table 2 Grading Scale**

|  |  |
| --- | --- |
|  |  |
| 970 – 1000 | A+ |
| 920 – 969 | A |
| 900 – 919 | A- |
| 870 – 899 | B+ |
| 820 – 869 | B |
| 800 – 819 | B- |
| 770 – 799 | C+ |
| 720 – 769 | C |
| 700 – 719 | C- |
| 670 – 699 | D+ |
| 620 – 669 | D |
| 600 – 619 | D- |
| 0 – 599 | F |

**Table 3. CIST 3000 Assessment Rubric**

|  | **Exemplary** | **Competent** | **Acceptable** | **Insufficient** |
| --- | --- | --- | --- | --- |
| **IDEA/ CONTENT DEVELOPMENT** | * Exceptionally clear, focused, and interesting thesis * Answers key questions * Draws information from multiple sources * Strong support * Teaches the reader | * Majority of criteria are met, with some room for improvement | * At least half of criteria are met, but further development is needed | * No clear main point * Unfocused * Needs more information * Support is missing/weak * Does not help the reader who does not already know the topic |
| **COMPLETENESS/ ACCURACY/**  **THOUROUGHNESS** | * Includes all requirements from specifications * Thoroughly accurate content * All sources appropriately identified in **APA format** * Consistently provides appropriate examples, descriptions, and definitions * Thought and discussion is apparent throughout | * Majority of criteria are met, with some room for improvement | * At least half of criteria are met, but further development is needed | * Does not meet the minimum page requirement * Includes few requirements from specifications * Contents are often inaccurate * Sources are rarely appropriately identified **or not in APA format** * Does not provide appropriate examples, descriptions, and definitions |
| **FORMAT/ LAYOUT/ ORGANIZATION** | * Strong introduction and conclusion * Consistently skillful paragraphing * Consistent and coherent logical progression * Clear and exceptionally skillful sequencing * Skillful and appropriate use of heading | * Majority of criteria are met, with some room for improvement | * At least half of criteria are met, but further development is needed | * No identifiable introduction or conclusion * No paragraph unity or coherence * No clear consistency or logical progression * Shows little or no attempt at sequencing * Inappropriate or no use of headings |
| **GRAMMAR/ PUNCTUATION/ MECHANICS/ WORD USAGE** | * + Written in formal language (avoids slang completely)   + Clear and effective sentences   + Uses vivid and engaging language   + Consistently strong and varied sentence structure   + Paper written in your own words   + Rare errors in usage and grammar   + Rare errors in spelling and mechanics | * + Majority of criteria are met, with some room for improvement | * At least half of criteria are met, but further development is needed | * Paper frequently uses informal language * Language is not appropriate to topic * Message is unclear * Majority of paper is written in other people’s words * Spelling and grammatical errors make it difficult to read the paper |
| **STYLE/**  **TONE** | * Style is exceptionally clear and understandable * Writing is concise * Sentences are exceptionally fluent with clear connections, variety, and emphasis * Word choice is exceptionally convincing, precise, and informative * Tone has consistently appropriate level of formality for audience * Clarity in expression of thought | * Majority of criteria are met, with some room for improvement | * At least half of criteria are met, but further development is needed | * Style lacks clarity and is hard to understand * Writing is redundant and wordy * Sentences lack clear connections and are unvaried * Word choice is not convincing, precise, or informative * Tone is at inappropriate level of formality for audience |

Confidentiality of Grades

Grades and feedback on assignments are available through Canvas. I do not communicate grades over email, so please check Canvas for detailed feedback, or see me during office hours.

Feedback on Assignments

Feedback during the semester consists of evaluations by the instructor and peer evaluations from your colleagues. Only the instructor’s evaluations count toward your grade. Guidance on how to conduct peer reviews will be provided in class.

I generally grade and provide feedback within one week of the due date of each assignment. Please talk to me after class if you have questions or concerns during any phase of the work.

Participation

To pass this class, you must show up. I will be taking attendance and keeping track of your participation in class. Points for participation are determined by attendance, participation in class discussions, and peer reviews. Do not rely on “Attendance” score posted by Canvas.

Revisions

If you earn a “C” or lower on A1-A4, you may revise and resubmit for reconsideration of your grade. Notify me if you wish to revise an assignment.

Incorporate my feedback and resubmit the revised assignment **within a week of the original due date**. You may be instructed to work with a consultant in the Writing Center.

**Please note**: reassessment of a grade *may* result in the same, or a lower grade than previously earned.

Peer Reviews/Peer Critiques

Assignment 3 includes an in-class peer review and revision. Because you will be reading your draft aloud, you must bring two copies to class. To participate and earn points, you must bring two copies of a draft of your Draft (A3). One copy must be on paper, and the other can be electronic (laptop or tablet). **To participate, you must have a draft.** **No exceptions, and no make-ups!**

Work Days

Every person works best in their own way and on their own schedule. To that end, on certain days, usually before a writing assignment is due, I am giving you time to work on your own.

🡪No regular class will be held on these days (see syllabus schedule). I may be available in-class for questions and assistance.

To be clear, these are **not** days off from class. You must be responsible and use the time to research, draft, and revise your assignments. You are responsible for effective time-management

Course Policies

This course is conducted in a manner consistent with official policies of the University of Nebraska at Omaha and in a spirit of professionalism and integrity. Please read and follow the ISQA Student Code of Conduct <http://www.isqa.unomaha.edu/documents/studentcode.pdf> , the ISQA Faculty Code of Conduct <http://www.isqa.unomaha.edu/documents/facultycode.pdf> (yes, the faculty also have a code of conduct for themselves), and the UNO student code <http://www.unomaha.edu/aandsaffairs/documents/scc.pdf>. Please also note the following important points.

Accreditation Policy

The Bachelor of Science in Information Systems (BIS) and Bachelor of Science in Computer Science (BCS) programs are accredited by ABET. This organization requires that we keep samples of student work. Unless you specify otherwise via writing, I may include copies of your work (with your name removed) in the documentation used for accreditation purposes.

Score/Grade Appeals

Any grade you receive on an assignment is subject to appeal. You must make the appeal in writing. However, score changes are at the discretion of the instructor and may be up or down based upon a complete review of the work. Final letter grades are assigned by the instructor, based on total score distribution at semester’s end. A grade reflects *another’s* judgment of your work. In this sense, all grading is subjective. Appealing scores on assignments is discouraged, since a few points on a specific assignment rarely make a difference in the final letter grade. Time is much better spent discussing and clarifying the content presented in the course. Ask for work to be re-graded only in cases of actual inequity.

Research and Plagiarism

All students at UNO are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work, e.g., plagiarism, shall be subject to disciplinary actions, **which may include receiving zero points for the assignment.**

Acts of academic dishonesty include, but are not limited to, plagiarizing, violating copyrights, cheating, assisting fellow students in committing an act of cheating, cutting and pasting from a website and presenting the work as your own, and submitting work as one’s own when such work has been prepared by another person or copied from another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work). The latter example includes taking portions of articles or reports and using them in your work without acknowledging the source. Copying another student’s assignment or a portion of an assignment is plagiarism. You are expected to do your own work.

You may not use copyrighted images or other visuals unless you cite correctly both in-text and in the References List.

You **must** provide attribution to sources for ideas, data, information, graphics, pictures and actual words in your assignments and reports. **Failure to provide attribution (citations) *in the text* AND *in the list of references* will result in zero points for an assignment.**

You must use **APA documentation** format for parenthetical and reference list citations. Citations of electronic sources, including library data bases, have specific formats you must follow. Do not rely wholly on online websites to create the correct version for you. Always perform a final quality check on your citations.

You are required to use library data bases for research. Wikipedia and other encyclopedias may not be used as sources for your report.

You will be reviewing the work of other students in the class. You are expected to respect the ownership (copyright) of that work.

The materials in this course are subject to copyright protection. You may make copies only for course-related tasks. Course materials are not to be shared with others or used for other purpose. Materials from other sources are protected by the source’s copyright, including the posted work of other students in the course for peer review purposes.

Best Practices for This Class

Time Commitment

A traditional three-credit-hour class requires about three hours of in-class time plus two to three times that number of hours spent in studying outside of class time, for a grand total of nine to twelve hours spent each week. Our class is structured to be busier at sometimes, but slower in others. Please do not underestimate the work or the importance of keeping yourself motivated and on schedule. **You are responsible for reading and following the class schedule.**

General Approach

Try to set aside a regular time for working on this class each week. Start each week by checking the Course Schedule in the syllabus to see what is required for the week, then attend the lectures, review the lectures on Canvas, and prepare the upcoming deliverables, referring to the text and/or lecture as needed. **It is all in the Course Schedule** – please refer to it early and often!

There is a Reason You Are Here

This class is different than your usual core classes in that it develops your overall communication skills, rather than being about the content of the IS&T disciplines. You are probably taking this class because it is required. We require it because your writing and communication skills are significant contributors to your development as fully and positively functioning members of society. Your future employers will notice when you have these skills.

Canvas

You will post all your assignments (except for the A3 Peer Review and the A5 Presentation) to Canvas, and you can find all course documents and Power Point/lectures for the class in the modules. Visit the site often to review the schedule, specs sheets, and lectures.

Additional Resources

The **UNO Writing Center** provides free consulting services to UNO students. Writing Consultants can help you with **any** of your writing assignments. Consultation can be valuable at any stage during the writing project, whether you are starting to gather ideas for writing or nearly finished with a final draft. If you are revising an assignment from A1-A4, you may be required to visit and have them send me an email verification. Make an appointment by visiting the Writing Center Web site, <http://www.unomaha.edu/writingcenter>, or stop by one of their locations.

The **UNO Speech Center,** <http://www.unomaha.edu/speechcenter/>, offers free consulting and coaching services for UNO students of all majors to support effective presentational skills. Sessions are by appointment only and can be made online, in ASH 185 or by calling 402-554-3201.

Course Schedule **\*Schedule subject to change with notice**

**You are responsible** for keeping track of this schedule, and any schedule changes as announced in class and posted in Canvas Announcements. All Assignment Specifications Sheets/Lectures/Power Points are accessible on Canvas.

**🡪Assignments are due before class, unless otherwise indicated.**

| **DATE** | **Topics and Lectures** | **READINGS; Assignments** |
| --- | --- | --- |
| WEEK ONE    8/26-8/29  M/T | **Course Introduction and Foundations**  \*Student Introductions | Read: Course **Syllabus** on Canvas before first class meeting |
| W/Th | **Introduction to Technical Communication** | *Read: Ch. 1, Introduction to Technical Communication*  *(pp. 2-14)*  *AND*  *Ch. 6, Overview of Technical Writing Process*  *(pp. 101-104; 114-117)*  Review: Student Questionnaire Specs Sheet |
| WEEK TWO  9/2-9/5  M/T | **LABOR DAY (9/2 & 9/3) : NO CLASS** |  |
| W/Th | **Project Overview ;**  **Audience**  \*Audience/Persuasion Group Work | **DUE: Student Questionnaire Essay (Canvas Discussion Board)**  *Read: Ch. 2, Meeting the Needs of Specific Audiences*  *(pp. 15-31)*  *AND*  *Ch. 3, Persuading Your Audience*  *(pp. 33-50* |
| WEEK THREE    9/9-9/12  M/T | **Memos**  **Mastering Assignment 1 (A1)** | *Ch. 2, Meeting the Needs of Specific Audiences*  *(pp. 15-31)*  *AND*  *Ch. 3, Persuading Your Audience*  *(pp. 33-50)*  *Ch. 15, Workplace Memos*  *(pp. 323-337)*  Review: Specs Sheet for A1 |
| W/Th | **Research** | Read: Ch. 7, Thinking Critically about the Research Process  (pp. 120-145)  Review: Criss Library Website/Databases |
| WEEK FOUR  9/16-9/19    M/T | **WORK DAY** | Work on A1 |
| W/Th | **Mastering Assignment 2 (A2);**  **Proposals;**  **Organization;** | **Due: Assignment 1—Subject of Report (Memo)**  Read: Ch. 22, Proposals  (pp. 536-558; p. 570)  Ch. 10, Organizing for Readers  (pp. 184-199)    Review: Specs Sheet for A2 |
| WEEK FIVE  9/23-9/26  M/T | **Writing Workshop:**  **Avoiding Common Errors** | Read: *Appendix B, A Quick Guide to Grammar, Usage, Mechanics (pp. 664-687)*  *Ch. 11, Editing for Professional Style and Tone*  *(pp. 201-214)*  PURDUE OWL |
| W/Th | **Writing Workshop:**  **Editing** | Read: *Appendix B, A Quick Guide to Grammar, Usage, Mechanics (pp. 664-687)*  *Ch. 11, Editing for Professional Style and Tone*  *(pp. 215-234)*  PURDUE OWL |
| WEEK SIX  9/30-10/3  M/T | **🡪Special Guest: Heidi Blackburn**  **APA Overview** | Read: *Appendix A, APA Documentation Style (pp. 651-663)* |
| W/Th | **🡪Special Guest: Heidi Blackburn**  **Research** | Read: Ch. 7, Thinking Critically about the Research Process  (pp. 120-145)  Review: Criss Library Website/Databases |
| WEEK SEVEN  10/7-10/10  M/T | **Two-Minute Pitch** | Choose Peer Review Groups |
| W/Th | **WORK DAY** | Research |
| WEEK EIGHT  10/14-10/17  M/T | **Mastering Assignment 3 (A3);**  **Formal Reports** | Read: *Ch. 21, Formal Analytical Reports*  *(pp. 492-514)*  Review: Specs Sheet for A3 |
| W/Th | **Definitions and Descriptions** | **Due: Assignment 2-Research Strategy Proposal**  Read: *Ch. 17, Technical Definitions*  *(pp. 395-411)*  *AND*  *Ch. 18, Technical Descriptions*  *(pp. 414-431)* |
| WEEK NINE  10/21-10/24  M/T | **FALL BREAK 1: NO CLASS** |  |
| W/Th | **Design**  **Mastering Assignment 4 (A4)**  **Peer Reviews** | Read: *Ch. 12, Designing Visual Information*  *(pp. 236-272)*  Review: Specs Sheet for A4 |
| WEEK TEN  10/28-10/31  M/T | **In-class Peer Review 1-Draft** | **Rough Draft of Draft-—bring 2 copies** (one must be on paper; one can be electronic) |
| W/Th | **Revision Workshop** |  |
| WEEK ELEVEN  11/4-11/7  M/T | **In-class Peer Review 2-Revision of Draft** |  |
| W/Th | **WORK DAY: Revise Drafts (A3)** | ***You my work on your own, or you may use our classroom—I will be present and available to answer questions and help*** |
| WEEK TWELVE  11/11-11/14    M/T | **Mastering Assignment 5 (A5);**  **Mastering Assignment 6 (A6);**  **Narrated Presentations** | Due: Peer Review Response Form  Read: *Ch. 21, Formal Analytic Reports*  *(pp. 514-530; p. 533)*  Review: Specs Sheets for A5 & A6 |
| W/Th | **Front/End Matter;**  **Transmittal Letter;**  **Executive Summaries** | **Due: Assignment 3-Draft** |
| WEEK THIRTEEN  11/18-11/21  M/T | **A4 Mini-Review** | **Mini-Conferences: Bring a copy of your draft of A4**   * **IN-CLASS SIGN-UP for Presentations (A5)**   *(if you are absent, a date will be assigned to you)* |
| W/Th | **TBA** |  |
| WEEK FOURTEEN  11/25-11/28  M/T | **WORK DAY: NO CLASS** | **Due: Assignment 4-Design** |
| W/Th | **FALL BREAK 2: NO CLASS** |  |
| WEEK FIFTEEN  12/2-12/5  M/T | **PRESENTATIONS\*** | Presentations and peer critiques |
| W/Th | **PRESENTATIONS\*** | Presentations and peer critiques |
| WEEK SIXTEEN  12/9-12/12  M/T | **PRESENTATIONS\*** | Presentations and peer critiques |
| W/Th | **PRESENTATIONS\*** | Presentations and peer critiques  \*Last Day of Class |
| **Thursday,**  **12/19** |  | **Due: Final Project posted to Canvas by 11:59 pm** |

**\*NOTE**: In the event of a **university closure due to inclement weather** during scheduled Presentation days, the following Final Exam Days may be used for make-ups:

007—Monday, 12/16, 9:30 am-11:30 am

004—Wednesday, 12/18, 12:30-2:30 pm

006—Thursday, 12/19, 12:30-2:30 pm