**English 4000-01: 21st Century Issues in Professional Writing**

**Technical Support**  
Canvas Help: <https://community.canvaslms.com/welcome>  
UW Information Technology: [userhelp@uwyo.edu](mailto:userhelp@uwyo.ed) or 307.766.HELP

**Course/Class Meeting Information**Class meets on Tuesdays and Thursdays from 9:35-10:50 a.m. in EN 2106

Course fulfills COM 3 requirement.

**Prerequisites**1. completion of WA and WB/COM1 and COM2

2. completion of one of the following: ENGL 2005, 2035, 4010, 4020, 4025, or 4075

3. junior or senior standing

**Overview**Welcome to English 4000. I look forward to working with you this semester.

At the heart of this course lies a question: at what do professional writers and professionals who write excel? The way the question is answered factors heavily into what we do in the course. To my mind, strong professional communicators typically bring with them a different kind of disposition toward organizations, organizational problems, and the texts that organizations produce. Professional communicators and professionals who communicate uniquely well are, usually,

1. attuned to genre and thus able to adapt to different communication situations
2. attuned to audience/reader concerns and thus able to adapt to different communication situations
3. able to see a communication event—any communication event—in a sophisticated way and are able to use this kind of ongoing analysis to shape corresponding communications
4. able to recognize the role that communication plays in an organizational setting
5. able to draw upon a broad repertoire of strategies to create and revise communications to enhance their effectiveness—flexible and resourceful, able to imagine different possibilities that may include but are not limited to different forms of collaboration, genre, media forms, means of dissemination, etc.
6. capable of seeing themselves, as effective communicators, as problem solvers, who add value to the professional or organizational context within which they operate.

This course’s title points toward contemporaneity, and we will seek to balance a concern with what is pressing now—the issues that matter—with what has always been at stake in writing and communication, especially in professional contexts. In short, we will pursue the following objectives:

* having opportunity to compose a variety of different types of writing and communication for a range of different audiences using different media and modes.
* developing an understanding of the ethical dimension of professional communication
* understanding professional communication as a kind of design—information design predicated upon audience and purpose.
* developing an understanding of the professional communicator as more than a type of conduit—by virtue of his/her training and disposition, a good professional communicator is typically a problem identifier and solver.

**Classroom Statement on Diversity**   
The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**Disability Support**  
The University of Wyoming is committed to providing equitable access to learning opportunities for all students.  If you have a disability, including but not limited to  physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with  and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or [udss@uwyo.edu.](mailto:udss@uwyo.edu) It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive.  Visit the DSS website for more information at: [www.uwyo.edu/udss](http://www.uwyo.edu/udss).

**COM 3 Criteria**Worthy of note: this course fulfills the Communication 3 (COM 3) requirement of the 2015 University Studies Program. Accordingly, as per the University standards set for such courses, students will develop skills in written, oral, and digital communication as appropriate to specific disciplines and courses at the introductory, intermediate, and advanced level. Through repeated instruction, practice, and feedback, the communication sequence will emphasize and progressively develop transferable skills for students’ academic work and future professions. Advanced courses (COM 3) will emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication.

In COM 3 courses, students will demonstrate the ability to:

1. Use the discourse of a discipline or interdisciplinary field to communicate that field’s subject matter to academic or professional audiences through written, oral, and digital communication.
2. Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.
3. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.
4. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.
5. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.
6. Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

**Required Texts**Two texts are required for the course. You may feel free to either buy a print copy or use the digital versions available through Coe Library:

* Barnum, Carol, Usability Testing Essentials: Ready, Set...Test!, 2010
* Norman, Donald. The Design of Everyday Things (Revised and Expanded), 2013

Other course readings can be found attached to assignments (.pdfs, typically), oftentimes via Coe Library databases. See daily syllabus or, better, weekly course modules, for specifics.

One other note: set aside some money for the poster presentation, as printing a poster is not cheap--can likely be done at the Copy Center here on campus (Union) for under $25, I believe.

**Grading and Major Assignments**What follows is a list of key assignments in the course. Complete assignment descriptions for each assignment will appear in our online course web space as they approach.

* Journal Review and Informal Presentation (individual) (750-1000 words)…………50 pts.
* 20-Minute Blast: Leading Class Discussion (collaborative) (20 minutes)…………….25 pts.
* Ethical Analysis (individual) (1000-1250 words) and Poster Presentation…………..100 pts.
* Usability Study Documentation and Presentation (collaborative) (length TBD)....100 pts.
* Final Portfolio (individual) (length TBD)…………………………………………………………….75 pts.
* Other assignments (individual and collaborative) (drafts, peer reviews, supporting documents, in-class writes of varying lengths)……5-10 pts. each

Brief Descriptions of Major Assignments

Journal Review and Informal Presentation  
In this individual assignment, you will identify a single issue of a scholarly journal in the field of technical and professional communication and develop a descriptive and analytical review of that particular issue, paying attention to the publication’s audience, broader mission and goals, and the specific content/articles featured in the issue.   
COM 3 Reqs: 1, 2, 3, 4, 5

20-Minute Blast: Leading Class Discussion   
With a small group, you will prepare a brief presentation (10-15 minutes) of one assigned article that we read during the first 5-6 weeks of class.   
COM 3 Reqs: 1, 6, 7

Ethical Analysis and Poster Presentation  
For this individual assignment, you will identify an ethical case study in your chosen profession and develop a contextualized analysis of the case. In addition to providing background, you will examine the case through ethical lenses that we discuss in class in order to consider the participants, stakes, and consequences of action from different perspectives. Then, you will develop and deliver a poster presentation outlining details of the case and conclusions drawn from your analysis. We will peer review rough drafts of the essay analysis in class.   
COM 3 Reqs: 1, 2, 3, 4, 5, 6, 7

Usability Study Documentation and Presentation  
For this collaborative assignment, you and your project group will develop content (possibly), as well as a website usability test and attendant testing instruments, administer the test, and then document results in the form of a final report that outlines test procedures, results, and recommendations. You will then present your findings to the class in a 15-20 minute oral presentation. COM 3 Reqs: 1, 2, 3, 4, 5, 6, 7

Final Portfolio  
For this individual assignment, you will assemble a portfolio of revised work from your writing career at UW and integrate interpretive and critical documents to showcase that work to an audience of your choice.   
COM 3 Reqs: 1, 2, 3, 4, 5                                
 **Grading Scale**A  89.5-100

B  79.5-89.4

C  69.5-79.4

D 59.5-69.4

F 59.4 and below

**Format for Work**Please pay close attention to specific course assignment descriptions for information about format and conventions. In the absence of specification, please use MLA format and Times New Roman (12 pt.) font. Most of our course documents will be submitted digitally via WyoCourses. WyoCourses does not accept Pages files, so consider .pdf or .rtf as alternatives.

**Attendance/Participation Policy**Class attendance is required and a record is kept at each meeting. Students who miss more than four class meetings without an excused absence will have their final course grade dropped by half a letter grade, and those missing more than eight class meetings for any reason will be unable to pass the course. University sponsored absences are cleared through the Office of Student Life. Documentation of any absence that a student would wish to have excused should be shared with the instructor within one week of the absence.

**Academic Honesty**   
See UW Regulation 6-802. The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the University Catalog]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html>

**Late Work Policy**Typical late work will be subject to a letter-grade deduction—one letter grade per day late. After one week, assignments will not be accepted without an excused absence and/or instructor consent. Please turn in all work on time.

Late smaller assignments (reading responses, drafts, peer reviews, in-class writes) will not be accepted.

If you miss class due to an authorized absence, it is best if you can make up any work in advance of the absence. Any missed work is due within one week of the absence unless other arrangements are made in advance.

**Writing Center**The UW Writing Center is located on Level 1 of Coe Library. Monday-Friday operating hours generally begin at 9 a.m. and run into the evening. Drop-ins are welcome, though appointments are encouraged. Writers can visit [www.uwyo.edu/writingcenter](http://www.uwyo.edu/writingcenter) to learn more and to schedule a consultation.

**Classroom Decorum**Please treat your fellow classmates with respect. Strive to listen carefully and respond thoughtfully. Engage debate in a civil manner.

Please limit personal computer use to before and after class. Too, please turn off your cell phone and other personal technologies during class unless otherwise instructed. No texting, games, etc., as these distract from the class.

**Academic Dishonesty Policies**Academic dishonesty will not be tolerated in this class.  Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114.  The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course.  Academic dishonesty means anything that represents someone else’s ideas as your own without attribution.  It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information.  Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.

Please ask if you have any doubts about what constitutes plagiarism or how to credit a source.  It is never worth it to plagiarize—your credibility, integrity, and academic status are at stake. There is always a better way to deal with frustration or desperation over an assignment. Come talk to me. Better to take a late penalty than jeopardize your standing at UW.

**Duty to Report**While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, [report-it@uwyo.edu](mailto:report-it@uwyo.edu), [www.uwyo.edu/reportit](http://www.uwyo.edu/reportit)). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program ([stopviolence@uwyo.edu](mailto:stopviolence@uwyo.edu), [www.uwyo.edu/stop](http://www.uwyo.edu/stop), 766-3296) (or SAFE Project ([www.safeproject.org](http://www.safeproject.org), [campus@safeproject.org](mailto:campus@safeproject.org), 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to [www.uwyo.edu/dos/uwyocares](http://www.uwyo.edu/dos/uwyocares).

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.

**Student Resources**DISABILITY SUPPORT SERVICES: [udss@uwyo.edu](mailto:udss@uwyo.edu), 766-3073, 128 Knight Hall, [www.uwyo.edu/udss](http://www.uwyo.edu/udss)

COUNSELING CENTER: [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), 766-2187, 766-8989 (After hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)

ACADEMIC AFFAIRS: 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)

DEAN OF STUDENTS OFFICE: [dos@uwyo.edu](mailto:dos@uwyo.edu), 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)

UW POLICE DEPARTMENT: [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu), 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)

STUDENT CODE OF CONDUCT WEBSITE: [www.uwyo.edu/dos/conduct](http://www.uwyo.edu/dos/conduct)

**COVID -19 SYLLABUS ADDENDUM**Updated August 18, 2021

1.     **COVID-19 Requirements:** As a matter of public health and safety due to the COVID-19 pandemic, all members of the University of Wyoming community must follow university, state and federal requirements.  Please check the [UW COVID-19 website](http://www.uwyo.edu/ALERTS/campus-return/index.html) for University policies, guidelines, and resources.

2.     **COVID-19 Vaccine:** The University strongly recommends all students, staff and faculty to voluntarily take the COVID-19 vaccine.  Please let me know if you have questions about the vaccine, including where you can get this free vaccine on campus.  If you receive the COVID-19 vaccinations, you should upload documentation to the Student Health Service patient portal as soon as their vaccine series is complete.  More information about vaccines can be found at: <http://www.uwyo.edu/alerts/campus-return/vaccination/index.html>.

3.     **Facial Coverings:** Facial coverings are required in indoor spaces, including classrooms, studios and laboratories through at least February, 2022.  This requirement does not apply to people alone in their offices or private spaces or in outdoor spaces, including those used for classroom activities.  I will inform you of any changes to this requirement.

4.     **Preventive Guidelines:** The University requires all students, faculty and staff to abide by the preventive guidelines established in the COVID Policy, including:

·       Not coming to campus if you are sick.

·       Minimizing contact with shared surfaces.

·       Washing your hands often with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer.

·       Avoiding touching your eyes, nose, and mouth with unwashed hands.

·       Covering coughs and sneezes with a tissue or use the inside of their elbow

5.     **Classroom Behavior:** Everyone in this class is responsible for maintaining an appropriate learning environment regardless of the mode of instructional delivery.  As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies.

6.     **Syllabus Changes:** I will alert you to any possible changes in course requirements, including course format changes, in response to UW decisions about community safety during the semester.

7.     **Attendance Policy**: Attendance may be impacted by the COVID-19 pandemic.

UW will adhere to [UW Regulation 2-108](https://www.uwyo.edu/regs-policies/_files/docs/regulations-2018/uw_reg_2-108_approved_7-12-18.pdf) (Student Attendance Policy).

a.     Any student notified that they have tested positive for COVID-19 or that they have been exposed to someone who has tested positive for COVID-19 may need to self-isolate or self-quarantine.  Contact the COVID Hub for more information and to verify if you need to self-isolate or self-quarantine: 307-766-COVD (2683), COVID19@uwyo.edu.

b.     Students will not be penalized for having to self-quarantine or self-isolate. Course materials and assignments will be available for completion in an alternative modality if needed.

c.     Under no circumstances are students to attend in-person classes if they are experiencing any symptoms of COVID-19. If you live off-campus you should not come onto campus unless instructed to do so by Student Health Service.  Illnesses are covered under the Authorized Absence program managed within the Dean of Students Office ([www.uwyo.edu/dos](http://www.uwyo.edu/dos) )

d.     For a  Hyflex Course -  Absences

An official student absence for the Hyflex version of this course is when a student meets the following criteria:

·      The student misses a scheduled in-class session.

·      The student or a dedicated representative of the student fails to communicate the reason for their absence within the week of the absence.

·      The student does not engage with the week’s course material and/or does not turn in the weeks assignment on time.

e.     For an Online Course - Absences

An official student absence for the online version of this course is when a student meets the following criteria:

·      The student does not engage with the week’s course material and/or does not turn in the week’s assignment on time.

·      The student or a dedicated representative of the student fails to communicate the reason for not engaging with the course material and/or not turning in the week’s assignment on time within the week of the absence.

·     The dedicated student representative is the person tasked by the student for reaching out on their behalf when they are not able - e.g. parents, other family member, significant other, etc. A faculty member can receive information from the students dedicated representative but would need a FERPA release in place to discuss anything further. The Dean of Students will assist in these situations.

f.      Delayed arrival due to COVID-19 pandemic

·     If you are arrival to UW is delayed due to COVID-19 circumstances, please contact your instructor to make course arrangements.

9.     **Disclaimer**: The University of Wyoming COVID Policy, including this Student Attendance Policy, is informed by health and safety recommendations from the CDC and the Wyoming Department of Health. The COVID Policy may be modified based on the evolving environment and virus transmission. Please refer to this document regularly.  You can find the UW COVID Policy and other information at: <http://www.uwyo.edu/alerts/campus-return/index.html>.

**Additional Information**As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.  
  
Your responsibilities include:

·     Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.

·     Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.

·     Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.

·     Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.

·     Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: [www.uwyo.edu/dos/student-resources/covid-19-student-resources.html](http://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html)

·     Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

**Information Technology (IT)**: If you have any IT related challenges, please contact the UWIT Service Center:

<https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

**Substantive changes to syllabus**All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor.  Students will be notified verbally in class, on our WyoCourses page announcement, and/or via email of these changes.

The schedule below will be fleshed out (links to readings, relevant assignment details, etc.) under weekly modules in WyoCourses as we progress-- I will typically post these elaborated descriptions after class on Tuesdays and Thursdays so that you have all of the information you need to complete your homework. Should you want to/need to complete an assignment in advance, please email for additional information as needed if I have not yet posted it.

**Week 1: January 18, 20**

T,          Course introduction—portfolios, usability, policy, kinds of writing; introduce journal review assignment and final portfolio

Th,       Read:  “What Are the Boundaries, Artifacts, and Identities of Technical Communication?” Selfe and Selfe.pdf

                     In class: choose presentation groups, go over assignments upcoming

**Week 2: January 25, 27**

T,          Read Miller, “A Humanistic Rationale for Technical Writing,”

<https://repository.lib.ncsu.edu/bitstream/handle/1840.20/33403/MillerCE79.pdf?sequence=1>

and

Slack, Doak, and Miller, “The Technical Communicator as Author: Meaning, Power,

Authority,” <http://journals.sagepub.com.libproxy.uwyo.edu/doi/pdf/10.1177/1050651993007001002>

Th,       Read Miller, “Genre as Social Action,” or TBA <http://libproxy.uwyo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=13147541&site=ehost-live>

  In class: review genre, Bitzer, Burke

**Week 3: February 1, 3**

T,         Presentation Group #1: Ideology, Genre, and Power—Keranen, “’Cause Someday We   
 All Die: Rhetoric, Agency, and the Case of the ‘Patient’ Preferences   
 Worksheet,” <https://doi-org.libproxy.uwyo.edu/10.1080/00335630701425100>

and

Presentation Group #2: Everett, "Is Good Enough Good Enough?: Negotiating Web User  
Value Judgments of Small Businesses Based on Poorly Designed Websites," <https://dl-acm-org.libproxy.uwyo.edu/citation.cfm?doid=3282665.3282670>

Th,        Presentation Group #3: Plain Language and Social Justice—Jones and Williams, “The  
            Social Justice Impact of Plain Language: A Critical Approach to Plain-Language  
            Analysis,” <http://ieeexplore.ieee.org.libproxy.uwyo.edu/document/8103776/>

and

Presentation Group #4: Intercultural Communication and Social Justice—Agboka, “Participatory Localization: A Social Justice Approach to Navigating Unenfranchised/Disenfranchised Cultural Sites,” <http://libproxy.uwyo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=84379883&site=ehost-live>

**Week 4: February 8, 10**

T,        Read: Holladay, “Classified Conversations: Psychiatry and Tactical Technical Communication in Online Spaces,” <https://doi.org/10.1080/10572252.2016.1257744>

Th,       Read Markel (PDF)

Due: brief, informal sharing of journal review assignment work; rough draft of journal review; intro to ethics in class

Final Draft of Journal Review due on Sunday, Feb. 13, 11:59 p.m.

**Week 5: February 15, 17**

Tu,       Read Colton and Holmes (TBA) and Walton, Jones, and Moore

Th,       Read Colton and Holmes (TBA) and Herrington (PDF); review Waco timeline (see assignment description)

**Week 6: February 22, 24**

T,        Read: Kolodziejski, “Harms of Hedging in Scientific Discourse: Andrew Wakefield and  
 the Origins of the Autism Vaccine Controversy,”   
<https://doi.org/10.1080/10572252.2013.816487> and Colton and Holmes (TBA)

Th,       Read: Colton and Holmes (TBA)

Due: rough draft of ethics analysis

**Week 7: March 1, 3**

T,         Read: Norman, Chs. 1-3 in The Design of Everyday Things

Due: rough draft of poster design

Th,        Read: Norman, Chs. 4-5 in The Design of Everyday Things

Due:   poster presentation

Due: Final draft of ethics analysis essay—Sunday, 3.6, at 11:59 p.m.

**Week 8: March 8, March 10**

T,          Read: Barnum (TBA) and Dolmage (TBA)

Th,        Read: Barnum (TBA) and Krug (TBA)

**Week 9: March 15, 17 (Spring Break)**

           No class—Spring Break

**Week 10: March 22, 24**

T,         Due: client questions

In class: meet with client (tentative)—be sure to attend!

Th,       Read: Barnum (TBA)

            Due: client synthesis

             In class: debrief, develop testing docs and send recruiting email

**Week 11: March 29, 31**

T,         Due: test docs (by 11:59 p.m.)

Th,        In class: testing (tentative)

**Week 12: April 5, 7**

T,         In class: testing (tentative)

Th,        Read: Barnum (TBA), universal design reading re: web and access (TBA)

**Week 13: April 12, 14**

T,          In class: work on reporting

Th,        Read: Markel (TBA)

  Due: rough draft of usability report (Sun, April 17 at 11:59 p.m.

**Week 14: April 19, 21**

T,         Read: portfolios (TBA)

Th,       Read: portfolios (in Assignment); work on usability report (final due on Sun, April 24, at 11:59p)

**Week 15: April 26, 28**

T,         Read: Cargile Cook, Cook, Minson, and Wilson in Solving

In class: work time for presentations and portfolios

Th,       In class: work time for presentations and portfolios

**Week 16: May 3, 5**

T,     Due: final usability presentation

Th, TBA

**Finals Week**

Due: final portfolio