

WR 13300: MULTIMEDIA WRITING AND RHETORIC
Spring 2015 Section 01

Professor:	Nicole Winsor
Class Times:	MWF 8.20 – 9.10am
Place:	Coleman-Morse 242
Office:	‘The Loft’ - 300 O’Shaughnessy
Office Hours:	M 12.00 – 3.00pm
Email:	nwinsor@nd.edu

Performing Selves/Staging Communities: Ethical and Rhetorical Practices in Digital and Real Worlds

COURSE OUTLINE

In this class we will think critically about the construction and performance of identities within various digital worlds against those forms of identity which we encounter in our everyday physical environments. The main goal of this course is to explore and determine the possible ways that identities can be constructed and performed through writing practices and to consider the ethical implications of those practices. This course will have the following three key concerns:

- to analyse various multimodal forms of argumentation that are used as methods of identity construction and performance in both real and digital worlds.
- to consider how these constructions and performances affect the communities which we participate within.
- to learn to construct our own rhetorically and ethically sound arguments by making use of the multimodal strategies of argumentation which we have analysed in the arguments of others.

By the end of the semester, you will be able to draw complex and interesting conclusions about the effect that our writing practices and argumentative strategies have upon a community’s perception of an individual (and vice versa). You will also be able to make arguments which address the idea that varying writing practices can represent us either as ethical or unethical, responsible or irresponsible, respected or disrespected, and/or respectful or disrespectful citizens.

In short, students will learn to think, discuss, and write critically and multimodally about the ways in which ethical and rhetorical norms of reading and writing in digital spaces compare and contrast with those found in everyday communities. Ultimately, the goal is to help students become critical and ethically responsible participants in the discourses which will shape their academic, professional, and personal lives.

COURSE GOALS

In this course, we will explore the theory, practice, and ethics of rhetoric in pursuit of the following goals:

- **To analyze arguments effectively:** We will spend time identifying lines of argument, evaluating claims in light of the evidence given in support of them, locating the basic

assumptions underlying arguments, examining what writers must leave unsaid and why, and following the implications of arguments to their conclusions. This will include an analysis and evaluation of the ways in which textual, visual, and aural evidence can be used effectively in support of a developed argument in multimodal formats.

- **To write compelling arguments:** We will define problems that motivate argumentation, we will find and use information from different sources to make reasonable, debatable arguments of our own, and we will adapt our writing modes to suit different audiences and contexts. We will become familiar with multimodal writing strategies which help us inform readers and construct meaning, and by the end of the semester we will be able to integrate multiple mediums into our writing.
- **To conduct responsible research:** We will learn how to write a research proposal, conduct research using campus libraries and their electronic information sources, integrate our research into our own writing, and correctly use Modern Language Association (MLA) documentation.
- **To develop good habits of drafting and revision:** Good essays cannot be produced in a single sitting; they involve much drafting and reworking that often extends over a period of weeks. Therefore, we will spend a good deal of time exploring methods of composition designed to help us draft and revise efficiently and effectively.
- **To collaborate productively with one another:** Good essays cannot be produced in a vacuum. Through informal discussion, formal presentation and feedback sessions, and through peer review we will learn to collaborate productively with one another throughout the drafting, revising, and analyzing process. Collaboration is integral to scholarship, business, and all effective community organization.
- **To increase our awareness of the power of language in all of its multimodal forms.** As we investigate the ways in which writing varies across communities and situations, particularly between the digital and real worlds, we will become aware of the ways in which our own abilities and habits change and develop with practice and with exposure to alternative communities. From this, we can find ways to use language which helps cultivate a world committed to compassion and virtue, starting with our role as members of the Notre Dame community. We can find ways to increase both our own and others' awareness of the ways in which our writing practices directly affect our standing as ethical, responsible, respected and respectful citizens.

REQUIRED MATERIALS AND USE OF TECHNOLOGY

Most of the readings for this course will be available electronically on Sakai or will otherwise be provided prior to the day they are assigned. You are expected to complete all assigned readings before class. You are expected to purchase a copy of the following text and bring it to class when it has been assigned for the day's reading:

Graph, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 3rd Edition. New York: W.W. Norton and Company, 2012. Print.

Audiovisual media will be used to facilitate the analytical and critical skills needed to succeed in WR 13300. I will provide you with hard copies in class, upload media to Sakai, or send you the links to websites via your ND email address (you must therefore check your ND email address regularly). Like traditional readings, it is your responsibility to carefully study and analyze these sources before class.

A great deal of our course will directly involve computers or digital media. You will need to have your own computer or have consistent, daily access to one. It is also required that all students possess basic computing skills (ie. word-processing and familiarity with social network sites and email). Experience with audio-visual editing software and blogging websites is useful but not required. Workshops on how to operate software and audiovisual equipment will be provided if it is deemed that they are necessary.

Note that although computers are a big part of our course, digital devices such as laptops and tablets are only allowed in class on certain occasions. I will tell you ahead of time when you may use a laptop or tablet in class. **At all other times you are expected to have put away your digital devices.** For this reason you are also **required to bring a notebook** to class because you will not be able to type the notes you wish to make during class. **Use of cell phones in class is strictly not allowed.**

EVALUATION AND GRADING

This course uses a portfolio system for submission and evaluation of the major assignments. **This approach provides opportunities for continuous revision and improvement prior to final and formal grades.** I will respond to successive drafts of your written assignments throughout the semester and there will also be multiple opportunities for peer reviews. At the end of the semester, having made final revisions to each of the major assignments, **you will submit a final portfolio consisting of revised, expanded, and polished drafts of the major assignments.** This portfolio will account for 70% of your final grade in the class. In order to secure a satisfactory grade, you must be diligent throughout the semester in preparing the contents of the final portfolio.

BREAKDOWN OF ASSIGNMENTS AND DUE DATES

Task	% of Final Grade	Due Date
1. Participation		
Engagement in Class and Peer Reviews	15%	In Class Weekly
Facebook Posts	15%	Weeks 3 – 8 (Mon January 26 th – Sunday March 29 th)
2. Portfolio		
Peer Interpretation	2.5%	Week 4: Monday 2nd February
Response to Peer Interpretation	2.5%	Week 4: Friday 6th February
Rhetorical Analysis Essay	15%	Week 6: Wednesday 18th February
Mid-semester Break Saturday 7 th – Sunday 15 th March		
Research Essay	20%	Week 10: Friday 27th March
Easter Break Friday 3 rd – Monday 6 th April		

Reflective Essay	10%	Week 13: Wednesday 15 th April
Multimedia Project	20%	Week 14: Mon 20 th , Wed 22 nd , Fri 24 th April
FINAL PORTFOLIO SUBMISSION		Wednesday April 29th in class on Final Class Day

PARTICIPATION

Your participation grade will be divided into two parts: 1) you will be graded based on your participation within our everyday classroom community 2) you will be graded based on your participation within our digital community.

In-class participation: you will be evaluated based on your level of attendance and degree of engagement with others in the class. By “engagement” I mean your desire and ability to listen, process, and respond to others in a conscientious and constructive way. To be clear, “engagement with others” does *not* mean directing your thoughts and opinions at me and ignoring your classmates, nor does it simply mean being vocal about your opinions without considering the opinions of others or attempting to engage in a conversation with others. Your level of effort and conscientiousness in your written and spoken peer review comments will be taken into account here. Detailed peer reviews will be rewarded!

Digital participation: For this exercise you will construct and perform a persona who engages with and contributes to our online community *using the methods of multimodal argumentation that we will be exploring in class*. For your final portfolio assignment, you will write a reflective essay that rhetorically analyses both the persona you have constructed and the effects that your persona’s engagement with others has had upon our online community. The persona which you will construct and perform may be as close to or as far away from your own identity as you wish, however you must meet the following requirements and stipulations. **Please read these carefully (we will also go over these in class):**

- You cannot use your own personal Facebook account for this exercise. You must create a new Facebook account specifically for class purposes and we will go over how to do this in our first class.
- Your persona does not need to agree or conform with the group. They do not necessarily need to be a likeable person, nor someone who participates within this community in an “ethical” way (as we will discuss and define it together throughout the semester). **However, you strictly cannot use any language (written, audio, pictorial or otherwise) that might be deemed sexist, racist, homophobic or discriminatory in any way.** Therefore, the rules about Class Room Decorum (as described below under policies) apply for *both* the classroom environment *and* the class Facebook group. **If you are unsure about this at any point, or if you are considering posting something that you are not sure about, please discuss the issue with me first either via email or in person. Posts which I deem to be discriminatory in anyway will be immediately removed.** If you see a post which you deem discriminatory,

then please alert me immediately via email. Multiple offenses will significantly affect the participation grade.

Assessment Criteria for Facebook Posts: See Facebook Assignment Handout

The point of this exercise is to critique our constructions and performances of online identities and staging of community. You should be conscious of this throughout the semester as you participate in our staged community, particularly because you will be writing a reflective essay on this subject for your last portfolio assignment (see below under “Overview of Assignments”).

OVERVIEW OF PORTFOLIO ASSIGNMENTS

Interpretive Essay and Response – 5%: For the first assignment you will be paired up with a classmate and you will each write an *ethically sound, responsible, and respectful* interpretive argument about your partner which is 2-3 pages in length. You will then exchange papers with your partner and you will each write an essay of 1-2 pages which responds to the argument that your partner makes.

For the first short essay, you will pay attention to what your partner tells you about themselves (their verbal communication) and how they present themselves (what they communicate through non-verbal language). These observations will become the evidence which you must interpret and use as support for the argument you will make about your partner’s personality and character. I will provide you with criteria which may be used to interpret your partner before undertaking this assignment (criteria which we may use could include things like ‘content of speech’, ‘tone of voice’, ‘bodily movement’, ‘type of clothes worn’ etc.). For the second short essay, you will carefully read and respond to your partner’s interpretative argument, providing your own claims and evidence about your own personality and character which directly responds to those claims and evidence which your partner has made and interpreted.

There are three purposes to this assignment. The first is to begin to learn how to make a claim (an “assertion about reality”) and to provide evidence for your claims, to determine precisely what forms claims and evidence can take (written, verbal, visual etc), and to distinguish between implicit and explicit claims. The second purpose for this assignment is to get students to begin to think about what it means to construct arguments within a highly personal context versus a more impersonal and/or anonymous context. Is it more difficult to interpret and make claims about a person when you know them? Why? What kind of biases do we bring to our interpretations and how might these affect our arguments? The third purpose for this assignment is simply to begin to get to know each other!

Rhetorical Analysis Essay – 15%: For this assignment you will pick one of five provided short videos and you will write a paper of 5-6 pages which identifies and analyses the rhetorical and persuasive strategies which are used to reach a specific audience and make a particular ethical claim through textual and audio-visual forms. You will consider 1) how rhetoric is used to portray an ethical issue 2) how rhetorical conventions affect a viewer’s biases and ideologies 3) whether or not the video portrays the ethical issue impartially or with a bias, and 4) what the ethical (or unethical) motivations behind this biased/impartial representation of the issue are and what consequences emerge out of these motivations.

Research Essay – 20%: You will write a traditional, print-based essay of 8-10 pages on a focused topic of interest to you that somehow engages digital identities, ethics, and community. Your essay should illustrate critical thinking about the ways in which rhetorical *and* ethical norms of reading and writing in digital spaces compare and contrast with those of our everyday communities. Your argument should be supported by the synthesis of a variety of credible sources found through your own independent research. This assignment will introduce you to genres of academic argumentation, the complexities of research, and the process of crafting an original argument within a larger conversation. Examples of topics could include the ethics of trolling and bullying, representations and/or visibility of minority groups, peer pressure in online forums and offline cliques, etc.

Reflective Essay – 10%: Using the skills for constructing and interpreting multimodal arguments which you have learnt over the semester, you will write a reflective essay of 6-8 pages that rhetorically analyses both the persona which you have constructed and the effects of your persona's engagement with others upon our online community as a whole. This essay should include a description and analysis of the rhetorical and performative choices you made when constructing and cultivating your persona as well as a discussion of the effects that these choices had upon the Facebook community. Finally, you should consider how this experience might affect the way you approach and construct academic arguments throughout the rest of your time at Notre Dame and beyond.

Multimedia Project – 20%: You will craft an argument that communicates an idea through a rhetorically effective combination of media (image, sound, text, etc). Your multimedia argument should emerge *in response to* the themes and ethical concerns we discuss in class, though it does not necessarily need to be directly based upon the issue discussed in your research essay. This assignment will help you further explore the relationship between text and digital media when constructing effective arguments. Although the piece should stand on its own (i.e., it should not require any explanation for readers to grasp the intended meaning), you will also draft a short 1 - 2 page reflection that describes and explains the rhetorical choices you made along the way.

ASSIGNMENT GRADING STANDARDS

A= 93-100 A- = 90-92.9 B+ = 87-89.9 B = 83-86.9 B- = 80-82.9
C+ = 77-79.9 C = 73-76.9 C- = 70-72.9 D = 60- 69.9=D F = below 60

Exceeding the number of permitted absences as detailed below or failing to complete all formal assignments will result in an F for the course.

The specific grading criteria for each major assignment will be provided with the assignment sheet. Generally speaking, however, the grading standards for this class follow the university-wide grading standards and are as follows:

“A-level” work: Clearly meets or exceeds all expectations for the assignment. Maintains a focused, sophisticated controlling purpose throughout the work and demonstrates mastery of major rhetorical principles (audience, purpose, thesis, organization, development, coherence, etc). Demonstrates superior command of the subject matter and effectively presents an original perspective on that subject matter. Captivates readers with clear, powerful, sophisticated writing style from start to finish.

Connections between ideas are clear and smooth. Is polished and, for the most part, is free of sentence-level errors.

“B-level” work: Clearly meets or exceeds nearly all expectations of the assignment. Maintains a focused controlling purpose throughout the work and demonstrates solid command of major rhetorical principles. Demonstrates good command of the subject matter and presents an original perspective on that subject matter, though perhaps not as sophisticated as the “A-level” work. Writing style is clear and engaging through most of the work. Connections between ideas, overall, are clear and smooth. Polished, although may contain a few minor sentence-level errors.

“C-level” work: Clearly meets all basic expectations of the assignment. Maintains a controlling purpose, though at times the essay’s focus may drift. Demonstrates an adequate command of major rhetorical principles. Demonstrates a fair command of the subject matter and presents a perspective adequately, though it may not be as original and/or compelling as the A- or B-level essays. Connections between ideas are adequately made. May contain a few patterns of sentence-level errors, but not severe enough to interfere with communication. ****Note:** many students are surprised to receive a “C--level” grade when they have “done everything listed on the assignment sheet.” Simply meeting the minimum requirements constitutes a basic “passing” grade; to get a “B” or an “A,” you must exceed those minimum requirements through more sophisticated execution.

“D-level” work: Work is below “average,” meaning it does not clearly meet basic expectations of the assignment. Controlling purpose or thesis may be weak. Demonstrates some command of the subject matter, but may not present that information effectively. Perspective presented may not be original or truly argumentative. Connection between ideas may be rough or confusing. May contain patterns of sentence-level error that are severe enough to interfere with communication.

“F-level” work: Work does not meet minimum expectations for the assignment. Shows little to no controlling purpose or thesis. May demonstrate inadequate command of the subject matter, and information may not be presented in a clear and appropriate way for readers. Perspective may be unoriginal, difficult to follow, or not truly argumentative. Connection between ideas may be very rough and difficult for readers to follow. May contain numerous patterns of sentence-level error that are severe enough to interfere with communication.

POLICIES AND RESOURCES

Attendance and Submission Protocols: Regular attendance in this course is required. Students will not be penalised for University-approved excused absences (see <http://studenthandbook.nd.edu/academic/absence/> for a detailed description of approved absences). **More than three *unexcused* absences will result in your final grade being lowered by half a letter grade for each absence beyond those three.** If you have more than six unexcused absences you will likely fail the course. Missing a conference with me, if it is held in lieu of class, showing up without a draft for a conference or a peer workshop, or coming to class excessively or frequently late will also count as technical absences.

All assignments are due on assigned dates, regardless of your attendance in class that day. All graded assignments must be submitted in Sakai by midnight on the specified due date (unless otherwise specified in the schedule). If you are struggling to meet a deadline at any point, *talk to me!* I am happy to offer extensions (within reason) provided you ask me at least 48 hours before the assignment is due. **Important note: if you DO NOT hand in the initial submission of each essay on the dates listed above (or on the agreed date, if you receive an extension) then you WILL NOT be allowed to submit a final version of that essay in the final portfolio. NOT HANDING IN EACH AND EVERY INITIAL SUBMISSION IS NOT ACCEPTABLE.**

Academic Honesty: Upon entering Notre Dame, you were required to study the online edition of the *Academic Code of Honor*, to pass a quiz on it, and to sign a pledge to abide by it. The full *Code* is available at: <http://honorcode.nd.edu/the-honor-code/>. Please pay particular section IV-B, particularly the first sentence:

The pledge to uphold the *Academic Code of Honor* includes an understanding that a student’s submitted work, graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc. – must be his or her own.

Please review the University’s Honor Code and talk to me about any questions you have throughout the semester. We will discuss plagiarism and citation styles thoroughly in class, but if you are *ever* uncertain throughout the semester about what constitutes plagiarism or academic dishonesty, or if you think you may have inadvertently plagiarised, then *please talk to me ASAP!*

Disability Services: If you have a disability and will need accommodations for this course, please register with Disability Services (www.nd.edu/~osd/). After you have discussed your accommodation needs with the Coordinator of Disability Services, please speak with me to make whatever arrangements may be necessary.

The University Writing Center: The Writing Center is dedicated to helping students become better writers. **It is mandatory for all Freshmen Writing and Rhetoric students to attend at least one appointment during the semester with the Writing Centre – Please schedule this for *before the mid-semester break*.** When you visit the Writing Center, the tutors working there will help you by listening to your questions attentively, reading your papers carefully, and talking with you intelligently about your ideas. Writing Center tutors work with writers during all stages of the writing process—from understanding an assignment, to developing a thesis, to organizing the paper, to revising the first draft, to editing the final product. The tutors do not write or edit your papers for you. Rather, they help you develop effective rhetorical strategies for your written work. To learn more about the Writing Center, visit: <http://writingcenter.nd.edu>.

SCHEDULE

Note that the schedule is not completely set in stone. Some changes may need to be made as we go along.

Date	Topics, Readings, Assignments, & Notifications
------	--

Introduction to Course, Goals, and Key Terms: Thinking Critically

- Week 1**
January
Wed 14th
- Introductions
 - Go over syllabus
 - Go over Facebook requirements
 - Short Writing Assignment Due Monday – write short 1-2 page persuasive argument about the meme/video/image etc. that you mentioned in class intros.

- Fri 16th
- Defining the terms of our course

Readings:

- 1) Crosswhite

- Week 2**
Mon 19th
- Talk about Interpretive Essay and Response Assignment
 - Am I a Text?
 - The Modes

Readings:

- 1) “How Am I A Text?” in *The World is a Text*
- 2) “What Are Multimodal Projects?” in *Writer/Designer*

Bring short writing exercise to class.

Organise to meet this week with your Assignment partner and start writing.

Set up Facebook account and join group by the end of this week.

Unit 1: Reading Critically—Constructing Arguments Using Text, Image, and Sound.

Wed 21st **Reading/Writing Text**

Theoretical/Definitional

- Entering the Conversation
- Claims and Evidence
- They Say/I Say Moves

Readings:

- 1) They Say/I Say Introduction, Part 1 and Part 2 (pp. 1-101).
- 2) Selections from iClaim (Claims and Evidence)

Fri 23rd

Practical

- Entering the Conversation
- Claims and Evidence

Readings:

- 1) TBD

Week 3
Mon 26th

- Ethos, Pathos, and Logos

Readings:

- 1) "How do I Argue About Popular Culture Texts?" in *The World is a Text* (pp.44-50)
- 2) Handout on Aristotle's Ethos, Pathos, and Logos
- 3) Martin Luther King's "Letter From Birmingham Jail"

Wed 28th

- Logical Fallacies

Readings:

- 1) Review Logical Fallacies Poster
- 2) Read *An Illustrated Book of Bad Arguments* (link to website to be emailed)

Bring Draft of Interpretive Essay to give to partner to be reviewed.

Fri 30th

- Language and Social context
- Peer Review Interpretive Essays

Readings:

- 1) Watch RSA Short – ABCs of Persuasion and "Language as a Window into Human Nature" on YouTube.

Bring annotated copies of your peer's Interpretive Essay ready to discuss

February
Week 4
Mon 2nd

Images

- Rhetorically analysing images

Readings:

- 1) "Criteria for Analysing Visuals" hand-out
- 2) Foss "Framing the Study of Visual Rhetoric"
- 3) Look over Social Issue Adverts (link to be emailed)

Peer Interpretation Essay Due Monday February 2nd 11.59pm

Wed 4th

- Go over Rhetorical Analysis Assignment + "Cheat Sheet"
- Visual Rhetorical Analysis Presentations

Homework:

- 1) As a group, rhetorically analyze one of the Social Issue adverts and present in class.

Fri 6th

Audio

- How can audio add to rhetorical effectiveness?

No Readings	
Response Essay Due Friday February 6th 11.59pm	
Week 5 Mon 9th	Combining Multimodal Components - Rhetorically Analyze a Video Readings: 1) Watch and read transcript of Emma Watson’s UN speech
Wed 11th	- Analyse Sample Rhetorical Analysis Essays Readings: 1) TBD
Fri 13th	- Peer Reviews of Rhetorical Analysis
Week 6 Mon 16th	- “Adventures in Twitter Fiction” No Readings
Unit 2: Writing Critically - Research Essays	
Wed 18th	Frontline Documentary – “Generation Like” No Readings
Rhetorical Analysis Essay Due 11.59pm Wednesday 18th February	
Fri 20 th	- Discussion of Frontline Documentary - What is a Research Essay Homework: Write three short research proposals
Week 7 Mon 23rd	Visit to Hesburgh Library
Wed 25th	Peer Review Research Proposals Readings: 1) Sample Student Research Papers TBD 2) Read Criteria for Analyzing Research Questions
Fri 27th	Class Cancelled for Conferences (make 20 minute appointment for either Thursday 26 th or Friday 27 th February – sign up sheet to be distributed)
March Week 8 Mon 2nd	- Planning the Essay - Writing Major and Minor Claims - Evaluating Evidence Readings: 1) Look over John Duffy’s “Rational Guide to the Research Paper”

Wed 4th - Referencing and Formatting Using MLA

Fri 6th - Citation Game

Mid-Semester Break: Saturday 7th – Sunday 15th March

Unit 3: Making Ethically Sound Arguments in Multimodal Forms

Week 9
Mon 16th - Go over Multimedia Project assignment sheet
- Brainstorm different types of multimedia projects

Email me to sign up for Presentation Day – first in first served.

Wed 18th - Go over Reflective Essay Assignment Sheet
- Workshop ideas for MM Project
- Peer Review 3 Short Proposals/Creative Statements

Come to class with drafts of 3 short proposals/creative statements (about 200-500 words each).

Fri 20th - Student Presentations/Q&A of Plans for MM Project

Come prepared to pitch your multimedia project to your classmates. You will need to define, for example, which ethical issue/s you will be addressing, how your specific approach will highlight/affect this issue, why a multimodal approach, as opposed to a purely textual approach, is necessary in order to be effective, what effect you wish your project to have on a particular community, and anything else that is relevant. You will have **strictly 5 minutes** to present and 3-5 minutes for Q&A.

Week 10
Mon 23rd - Student Presentations/Q&A of Plans for MM Project

Wed 25th - Student Presentations/Q&A of Plans for MM Project

Fri 27th **TBD**

Research Essay Due 11.59pm Friday 27th March

Week 11
Mon 30th - Library Visit: Finding and Making use of Multimodal Sources

Come with a goal in mind, something you need to achieve for your project ie. To learn how to effectively present data/statistics; to find images to accompany a written argument etc.

April
Wed 1st Class cancelled for meetings/individual writing

(You must schedule a half hour meeting with me on Thursday 9th or Friday 10th April)

Easter Break: Friday 3rd – Monday 6th April

Week 12
Wed 8th Class cancelled for meetings/individual writing

Fri 10th Class cancelled for meetings/individual writing

Week 13
Mon 13th - Go over requirements for final portfolio
- Peer Review Reflective Essay

Bring one copy to class for Peer Review

Wed 15th - Discuss Presentation Techniques
- Workshop MM Project

Facebook Reflective Essay Due 11.59pm Wednesday 15th April

Fri 17th **TBD**

Week 14
Mon 20th - Multimedia Presentations

Wed 22nd - Multimedia Presentations

Fri 24th - Multimedia Presentations

Week 15
Mon 27th - Last minute help with Portfolios

Wed 29th - Hand in Portfolios
- Wrap up class

Final Portfolios Due in Class: Wednesday April 29th
