



COUGARS

Syllabus for CODE121

Transdisciplinary Communication – Face to Face

Fall 2024

1:30-2:45, MW

2039 Dunham Hall

About the Course

Professor Information

Name: Dr. Jessica DeSpain, Ph.D.

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Office Number: Peck Hall 2210

Office Hours: M 11:30-1:30 and 3:00-4:00, W 12:30-1:30 and 3:00-4:00 or by appointment

Schedule a time with [Calendly](#)

Welcome

This is the first core course in the CODES sequence where we will set the tone for your work in the program and in college. You will learn how to present your work publicly and write for a variety of genres and formats, including formal papers, websites, social media, and audio/video productions. You will meet in your research team alongside your participation in this class. Your work in the research team will inform this course, and you will take the skills you learn here back to your work there. We will also work to help you acclimate to the University, settle into a work/life balance, and prepare you to make the best, most engaging use of your next four years at SIUE.

Bio

I've been a professor of American Literature here at SIUE for fifteen years. My work is about nineteenth-century literature, books, and the digital humanities. I run the IRIS Center, a place you can go to think about humans' relationship to technology and to use technological tools to tell people's stories. We have a minor in the Digital Humanities and Social Sciences, and I'd love to tell you about it! Most importantly, I direct the CODES program which is, you guessed it, all about how to tell the stories of a place and the people who live there using digital tools—to write our own narratives and make change in the process.

Teaching Philosophy

My teaching philosophy is about mapping what happens in my classroom onto your everyday experience. We learn by doing, and the process is the most important part! We will not have quizzes or tests. We will write papers and develop digital projects. Along the way, we will talk about our work, share it with our peers to make it better, and revise until we're happy. Our assignments will often be collaborative, have a specific audience in mind, and incorporate media not used in traditional papers. We use portfolio grading in CODES so you can learn as you go, revise your work to make it better without penalty, and reflect on what you are doing and thinking so you can do it better next time. We will read, talk about *how* we read, talk about *why* we read, and talk about what that reading can help us do. That's a lot of reading and talking and I expect you to be here and ready for it!

Communication

For quick questions, contact me on the CODES GroupMe. You can also use it to talk to one another. If you have a longer question, do not hesitate to email me; I answer email within 24 hours during normal business hours Monday through Friday.

Take full advantage of my office hours to discuss project ideas and get additional class support. I wear many hats during the time I am on campus and often have obligations elsewhere, so I can only guarantee I will be in my office during posted hours. Use [Calendly](#) to up an appointment. If those times do not work for you, feel free to send me an email. If you don't see me, check in the IRIS Center (Peck 2226)!

Co-Requisites and Pre-Requisites

Students must be enrolled in CODE120: Research Team I during the same semester they are enrolled in CODE121: Transdisciplinary Communication There are no pre-requisites for the course.

Catalog Description

Students learn about transdisciplinary approaches and systems thinking as they present their work publicly and write in a variety of genres for multiple formats.

Course Goals

As a result of this course, you will be able to:

- Analyze, critically evaluate, and construct arguments
- Understand and use rhetorical strategies
- Compose a variety of print, visual, and digital media for a variety of audiences
- Organize and deliver speeches in professional and academic contexts
- Reflect on and improve your speaking and writing process
- Find your way around campus and establish a sense of community as SIUE

Number of Preparation Hours

As with any undergraduate course you will take, the calculation to determine the amount of time you need to spend on a course to be successful is to spend two hours outside of class for every hour in class. Class will be in session for two and a half hours per week, which means students should expect to spend at least six hours per week outside of class on readings, studying, assignments, etc.

Transportation

The CODES program is committed to finding students transportation to/from the community site by reimbursing students for travel costs, arranging for carpooling, or by providing University transportation as necessary. Travel arrangements will be discussed in class.

Course Materials

Blackboard

After developing a course of study, all required materials will be available on the course [Blackboard](#) site. Blackboard is the web-based course management system used at SIUE. This is your primary source of information regarding the course. Through Blackboard, you may access the course syllabus and schedule, class slides in PDF format, homework assignments, your grades, links to online resources, announcements, and other materials relevant to the course. Your Blackboard login is your email username and your Blackboard password is your email password. Find additional support at the [Blackboard Student Orientation Site](#) or contact the Blackboard Help Line at 618-650-5500. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

The New York Times

There will be many times when we need to use the *New York Times*. To begin using University Access, find the New York Time in Lovejoy Library's [List of Databases](#).

Microsoft Office

Every student has free access Microsoft Office 365 in online and downloadable versions. See: <https://www.siu.edu/its/office365/>. I recommend you use download the suite for additional features!

Course WordPress Site and ePortfolio

The course website is an important space for sharing observations and reflections of our on-site experiences. The data and content we collect, analyze, and synthesize there will provide the basis for what happens in CODE 320, your culminating course in the program. You should also archive all assignments as individual pages on your ePortfolio. You can find links and logins to all of those sites on the [ePortfolio](#) website. Important guidance about how to use these sites and the content that belongs on them are available for you on the [CODES Resource site](#).

Assessment

Learning Contract and ePortfolio

In this course we use [contract grading](#) coupled with an ePortfolio of artifacts of your work to give you more ownership over your learning, and to focus more on the process of learning rather than a finished product. In your learning contract, you will describe what you want to learn this semester and how you will organize your time to learn it. You will identify five goals for the semester based on the [CODES Learning Outcomes](#). You'll decide how much importance you want each goal to have by weighting them with a percentage. I won't be assigning you numbers or letters, but rather will be giving you written feedback both in and outside of class about your work. You will add a portfolio of your learning to your [CODES ePortfolio](#) for the class that will be due at midterm and at semester's end in which you will demonstrate and reflect upon your learning. We will meet to discuss your progress and renegotiate the contract as necessary. I will give you a letter grade at midterm and assign a final letter grade at semester's end based on how well your portfolio demonstrates you've met your learning goals. The basic standards listed below should guide your in-class commitment.

A Work	B Work	C Work
<ul style="list-style-type: none">• Misses one class or less, or completes make-up work for excused absences• Annotates all readings thoroughly• Makes substantive comments in discussions• Completes all assignments on time• Work demonstrates intellectual engagement,	<ul style="list-style-type: none">• Misses two classes or less, or completes make-up work for excused absences• Annotates readings• -Often participates in discussion• Completes all major assignments on time• Completes most assignments on time	<ul style="list-style-type: none">• Misses three classes or less, or completes make-up work for excused absences• Completes most readings• -Sometimes adds to discussion• Completes all major assignments on time• Completes at least four reflections on time

<p>care, effort, and growth in response to feedback</p> <ul style="list-style-type: none"> • Collaborates substantially, contributes to vision, and works equally with peers • Attends two Scholar Village sessions a week • Makes and attends three advising appointments 	<ul style="list-style-type: none"> • Work demonstrates care, effort and growth in response to feedback • Collaborates equally and completes required work • Attends two Scholar Village sessions weekly • Makes and attends three advising appointments 	<ul style="list-style-type: none"> • Meets minimal expectations on assignments; shows limited growth in response to feedback • Completes required collaborative work • Attends five sessions in Scholar Village • Makes and attends three advising appointments
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Assignments

The assignments are designed to help you practice the skills of reading, writing, and public speaking, while also learning how to develop content using methods specific to digital media. **To earn an A, you are required to complete all assignments.**

Attendance and Participation

Attendance and participation are a vital part of your work and are factored into evaluations of your ePortfolio. **Students who miss more than three classes are in danger of failing the course.** Being able to speak cogently is, like writing, a skill that can be developed and practiced. In fact, reading, writing, and speaking are the combination of skills that make a well-rounded analytical thinker. This is a discussion-based class, and you are as responsible as the instructor for making it a success. We will develop a rubric together determining what you, as a group, consider important attributes for a class participant. You will assess yourself with this rubric at midterm and at the course's end.

Reflections (10 total)

You will write ten one-to-two-page reflections (typed and double-spaced) about our readings, your experiences in college, and other course activities. They reflections are a primary site where you can practice writing as thinking. I will give you feedback on them to help you improve your skills as an academic writer. You will often need to use your reflections to contribute to class discussion; you must submit them on Blackboard by 11:59 pm they night before our class, and be prepared to discuss them.

Major Assignments

Additionally, you will have three group presentations, a TruTalent Assessment, and times when you will be giving peer feedback to your classmates. All the activities are requirements of class participation.

Digital Project #1: Reflective Multimodal Essay

An expository reflection on an experience that combines images or other media to contribute to the story.

Digital Project #2: Critical Analysis Video for Social Media

A critical analysis of a piece of multimedia journalism delivered in video format.

Digital Project #3: A Collaborative Social Justice Map of the Southern American Bottom

A collaborative social justice map; In addition to contributing to the digital map with its written components, you will present your portion of the project to the class.

The Ins and Outs of Writing for Class

When submitting a traditional digital or paper document, like our reflections, use the following Modern Language Association (MLA) formatting conventions:

- Double-space everything
- Use 12-point Times New Roman font, and one-inch margins
- Include a header with your last name and the page number in the upper right corner
- Include a heading block on the first page (upper left-hand corner) that includes: your name/Professor DeSpain/English 200/Date.
- ALWAYS have a title (centered on the first page below the heading block).
- If you quote from outside sources, include a works cited page. The [Online Writing Lab \(OWL\) at Purdue University](#) offers helpful descriptions and samples of MLA style.
- WRITE IN PARAGRAPHS!

Drafting and Archiving your Work

I strongly suggest downloading Microsoft Office to your computer and using that to draft your writing, or, better yet, start on paper! Getting used to the professional technologies and workflows of college can be a challenge at first, so please ask if you need help! Create a digital folder for each of your courses and organize files by assignment name; save them on your computer or a cloud file. You can also save versions by adding the date in digital format to the end (e.g. CODE121_DP1_20230825.docx). **Upload all your major assignments to your ePortfolio so you can link to them as examples of your work.** Do NOT draft in WordPress though! Back up your digital files, and do not rely on a single storage solution.

Workshopping

Writing is a process of constant revision; no project is ever perfect or complete, and it is important to be open to my feedback and the suggestions of your classmates. For each project, I have scheduled required workshops. **If you miss a workshop, or do not arrive with a draft, I will not accept the final project.**

My Feedback

Assignment sheets includes a grading rubric to check your work against. I use the WordPress's commenting feature. I only mark and explain grammatical errors the first time they appear, but that doesn't mean there aren't other instances of the mistake. In Blackboard, I'll add a rubric for the assignments and provide additional written feedback. **Read it; use it to revise!** You can always, always submit a new version of an assignment on the ePortfolio at any time as an example of your growth and development. THAT is the way to a stellar grade in this class.

Course and University Policies

I know my students at SIUE: you have lives, you have full-time jobs, and you have homes and families that need you. Things happen. Let me know what those things are and tell me how I can help. Above all, I want you to succeed. The policies below are where we begin, but policies always have exceptions when the reasoning is good.

CODE of Conduct

When CODE Scholars accept their scholarship, they agree to a [CODE of Conduct](#). The CODE of Conduct requires you to practice justice, equality, and compassion in your interactions with other students, SIUE faculty and staff, and members of the community with whom we interact. Be open to conversation, acknowledge and appreciate cultural differences, and try to assume the best of others. The CODE of Conduct also asks you to dedicate your time to learning for learning's sake. Remember that just like in

our community interactions, the classroom is a place of collaboration and trust. Do your part to help our classroom community thrive. This means pushing yourself to try hard things, completing the course readings, and approaching your work with interest and curiosity.

Academic Advising

Sarah Stover is your primary academic advisor for your first year. To support your adjustment to college, connection with resources, and understanding of your CODES and major curriculums, it is important that you meet with Sarah regularly. As a CODES scholar, you are required to meet with Sarah 3 times during your first semester. Your first meeting should take place within the first two weeks. AT that time, you will schedule remaining meetings. Sarah is also available for additional appointments and walk-ins.

SOAR Scholar Village

As a CODES Scholar, you are required to participate in two scholar village sessions per week in SOAR's Scholar Village (no need to duplicate if you are also a BSE students). These sessions are designed to enhance your academic and co-curricular experiences by providing access to additional tutoring and learning communities. You'll have the opportunity to connect with CODES Peer Mentors, who offer valuable support and guidance, as well as your CODES advisor and Success Coaches. Attendance and active participation in these sessions are critical to your success in the program. Talk to Sarah if, due to particularly challenging courses you would like to arrange other tutoring sessions offered on campus in replacement for your Scholar Village times.

Diversity and Inclusion

This pathway deliberately seeks to be on the cutting-edge of diversity efforts at the university, so the racial demographics of CODES exceed the standards of most other classes and programs on campus. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, homophobia, and xenophobia are not tolerated. In addition to fully supporting the University's [diversity statement](#), we plan to participate in regular conversations throughout the semester to consider additional barriers and opportunities associated with the evolving nature of diversity, equity, and inclusion initiatives on campus and more broadly.

Late Work

To stay on schedule, receive prompt feedback, and be successful in class, it is important to meet our agreed upon deadlines. You will have readings, videos, and activities to complete outside of class that will prepare you for collaborative, activity-based in-class work. Each assignment builds on the one before it, so falling behind jeopardizes all your future work. If an emergency arises, or you are struggling with, I will grant an extension with advanced notice. I will not, however, accept late assignments without an approved extension. **You can only earn an A in the course by completing all assignments on time.**

Use of Devices in and Out of Class

One goal of CODES is to help students form a digital identity and understand their role in face-to-face and digital interactions. Good digital citizens know how to devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructors require your attention, focus on them with earbuds and headphones off, phones off, and laptops closed. If you are doing collaborative work that requires technology, you may have computers or phones out. Be savvy (and respectful enough) to know the difference. Also, show empathy and care to other members of our CODES community in all digital environments by not making fun of, bullying, or disrespecting students or faculty on messaging platforms or social media.

Academic Integrity/Plagiarism

SIUE specifically states that: “Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one’s own.” Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University’s Student Academic Conduct Code](#). A project with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. You should adhere to MLA style guidelines to avoid plagiarizing. **Students who plagiarize are in danger of failing the course and will be reported to the Provost.**

The Use of Artificial Intelligence

In specific situations, with my approval, you may use AI (ChatGPT and image generation tools). Learning to use tools like these is an important skill. You must, however, be aware of some of their limits:

- Refine your prompts for quality outcomes; minimum effort will result in lackluster outputs.
- Don’t trust the output. If the results include a number or fact, assume it is wrong unless you can verify it. You are responsible for inaccuracies, errors, or omissions.
- Acknowledge AI usage. Include a paragraph at the end of your assignment explaining how you used the tool, how much of the assignment is AI-generated, and what prompts you used. Failure to do so is in violation of the course’s academic honesty policies.

Services for Additional Support

The IRIS Center

The IRIS Center at SIUE is an interdisciplinary facility designed to support scholarship and teaching that applies digital content as a primary methodology. IRIS Center staff offer instructional sessions on a variety of tools and software, and students can visit the center for support in designing digital projects. The IRIS Center is particularly invested in opportunities for students to learn by doing; our students have complete fieldwork abroad, work with rare books, and serve as mentors for digital humanities clubs at secondary schools. In IRIS, students learn skills applicable to future careers like writing for the web, web development, and data visualization. Visit <https://iris.siue.edu> to learn more about the IRIS Center. Dr. Margaret Smith in the IRIS Center can support you with many of the technical and design aspects of CODES, including video production, web development, and ePortfolio support.

Dr. Margaret Smith

2203A Peck Hall

Tuesday and Wednesday, 2:00-4:00 pm

Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment should register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation, should contact ACCESS for assistance or referral. The ACCESS office is in the Student Success Center, Room 1203. You can also reach the office by emailing myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726). If you need additional help in the event of an emergency, notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842). SIUE has also partnered with [TimelyCare](http://timelycare.com) to deliver a virtual health and well-being platform for students. The service provides 24/7 access to virtual care at no cost. Students can go to timelycare.com/SIUE or directly download the TimelyCare app from the app store to register with their school email address.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

Course Schedule

**All dates are tentative and may be changed if necessary.

**All reflections are described in greater detail on the reflection schedule on Bb under assignments

Class Date and Activities	Assignment Due Dates and Descriptions
Week 1	
August 19 Syllabus, Introductions; go over Blackboard basics, where to go for help, and how to keep a schedule, learning outcomes, overview of contract and ePortfolio, participation rubric; time to take CODES pre-survey	August 20-Reflection #1 Due on Bb, 11:59 pm Review CODE Scholar Learning Outcomes , Learning Contract Guidelines , syllabus, and assignments. Choose five outcomes to focus on. You must have one from categories 8) Oral Communication, 9) Reading, and 13) Written Communication. For your reflection, rewrite the outcomes as your own goals and explain why you've made these choices Make an appointment with Dr. Smith to get ePortfolio login
August 21 Workshop goals together; address syllabus questions; work on contract together in class; meet Dominic Dorsey and Taylor Cross from ACCESS	Prepare for Class Discussion on August 26 Read and analyze visual essays from the <i>New York Times</i> " Where We Are " collection and read the accompanying piece " Creating Photos about Community " August 25-Reflection #2 Due 11:59 pm on BB- analyze one of the photo essays using strategies described in the <i>NYT</i> activity sheet
Week 2	
August 26 Discuss visual analysis and photo composition, and reflections; time to discuss contract	August 28-Prepare for Class Activity Wear comfortable shoes and weather appropriate clothing Read " Photographing Interesting People in Your Community: A Guide to Taking Portraits ," <i>NYT</i>
August 28 After discussing reading, students leave in teams to capture photos that tell a story about campus life	August 30-Contract Due Submit draft of contract as Word Doc on Bb by 11:59 pm September 4-Bring laptop to class for ePortfolio training

Week 3	
September 2	No Class-Labor Day
September 4 Set up ePortfolios in class with Dr. Smith	September 9- Prepare for Class Discussion Read excerpt from Mortimer J. Adler and Charles Van Doren, <i>How to Read Books</i> Bb, Alex Sujon Laughlin’s “ My Korean Mother and I talk to Ghosts ” and Ed Kingston’s “ Eddie Kingston Got No Business F***ing. Being Here ” September 9-Group Presentation in Class Between August 28 and September 9, meet with your photo essay group to organize your photos into a photo essay in the format of a PowerPoint presentation; prepare to share with the class.
Week 4	
September 9 Present on group photo essays; discuss readings & reading strategies; introduce DP #1; what is multimodal writing and writing for the web?	September 11-Final contract due on ePortfolio site September 11-Prepare for Class Discussion Read “ Using Details to Show not Tell ,” NYT Write one description or detail for DP#1, print it out, and bring it to class to workshop
September 11 Discuss how to take TruTalent Assessment; discuss writing tips for DP #1; how to give feedback; workshop detail description	September 16-Complete TruTalent Assessment September 16-Rough Draft Due ; bring printed copy for classmates; send Word doc to Dr. DeSpain for review EPortfolio Check-in : Have you been adding your work?
Week 5	
September 16 Visit from Career Services to Discuss TruTalent Assessment; workshop; check ePortfolios	September 18-Prepare for Class Discussion Explore list of Interactive Multimedia Journalism Projects, Bb; consider which one you might like to use as the basis for DP#2
September 18 Discuss methods for rhetorical analysis; multimedia journalism; practice analysis in class; introduce DP#2; watch student examples	September 20-Final Draft DP #1 Due on ePortfolio by 11:59pm September 22-Reflection #3 Due, 11:59 pm A one-page rhetorical analysis of your piece of journalism; use strategies from our rhetoric handout and your reading to develop a thesis and three to five claims with supporting evidence Review tutorials for video production and editing
Week 6	
September 23 Workshop rhetorical analyses in class; get signed up to CODES YouTube Channel; go over video tutorial; learn about scripts and storyboards	September 25-Prepare for Class Discussion Read “ Writing for an Audience ,” University of Maryland and <i>Writing in the Disciplines</i> Ch. 3 “Critical Analysis,” p. 69-118 September 25-Scavenger Hunt Collect footage for video scavenger hunt with a partner and submit to YouTube channel prior to class
September 25 Present scavenger hunt roll and discuss what you learned; work on storyboarding in class	September 29-Reflection # 4 Due, 11:59 pm What do you know about your audience? What do they know about the subject? What do they need to know? What are the best methods for appealing to them?

Week 7	
September 30 Talk about audience analyses; time to develop scripts	October 2-Prepare for Workshop Bring script and storyboard for workshop; bring laptop
October 2 Workshopping script/storyboard; Dr. Smith visits to discuss editing	October 7-Prepare for Workshop of raw footage and parts Shoot raw footage for video; collect music, B-roll, images, and other required materials; bring to class
Week 8	
October 7 Discuss midterm ePortfolio; time to workshop video	October 9-Draft cut of DP#2 due in class Bring video to show to classmates on laptop; prepare to make edits based on feedback
October 9 Workshop rough cut	October 13-DP#2 and Midterm ePortfolio Due Submit final cut to CODES YouTube Channel; include link in ePortfolio; have completed midterm ePortfolio ready by 11:59pm
Week 9	
October 14 No Class: Individual Meetings with Dr. DeSpain	October 16-Prepare for Discussion Read excerpt from Thomas Foster's <i>How to Read Like a Professor</i> , Bb
October 16 Priorities activity; vibe check; setting goals for remainder of semester; discuss reading habits and practices; work on "Goals" page in ePortfolio	October 21-Prepare for Discussion Read excerpt from Percival Everett, <i>James</i> , Bb, Wikipedia entry for Adventures of Huckleberry Finn October 20-Reflection #5, 11: 59pm Write about what you noticed in the text. How is reading a literary text different from other reading? What are your key takeaways?
Week 10	
October 21 Discuss <i>James</i> and reflections; introduce DP#3: Collaborative Social Justice Map	October 23-Prepare for Discussion Examine digital walking tours listed on Blackboard Read Derek H. Alderman & Joshua F.J. Inwood, " How Maps Can Help Fight Racism and Inequality " October 23-Reflection #6, 11:59 pm Choose one site to analyze. What argument does it make about space, place, and people? Consider "about" statements; pay attention to underlying research, about use of image, video, etc.
October 23 Visit from Dr. Smith; discuss maps as creative placemaking; Leaflet Storymaps; reflections	October 28-Group Preparation and Project Charter Meet with your group to work on project charter and plan for project, submit charter to DeSpain by emailed link
Week 11	
October 28 Discuss plans for project; project charter; methods for collaboration; methods for reading non-fiction	October 30-Prepare for Discussion Read Walter Johnson's <i>The Broken Heart of America</i> , Bb October 29-Reflection #7 Due at 11:59 pm What does Johnson uncover? What linkages does he make to a national context? What could you use in your walking tour? e-Portfolio check-in: Have you made suggested revisions from midterm and added more content?

October 30 Discuss Johnson's text; work on project; ePortfolio progress check	November 8-Prepare for in-class check in Come to class with a rough introduction and plans each of your map points to share for feedback
Week 12	
November 4 Share your plans and progress with another team; time to work as a group; Research workshop, Lora Del Rio	November 6-Prepare for Discussion Read selections from Adrienne Marie Brown's <i>Emergent Strategies</i> , Bb November 5-Reflection #8 due, 11:59 pm What is Brown saying about creating change by understanding natural systems? What is most interesting about her approach? How can we use her ideas to make our maps transformational projects?
November 6 Discuss Brown's text; implications for project	November 11-Picture and Interview Collection Visit Make plans with team to travel together to collect site photos and interviews for your maps.
Week 13	
November 11 No in-class meeting; extra time to travel as a group to collect needed images or videos	November 13- Rough Draft of DP #3 Submit rough draft to partners for them to provide feedback EPortfolio check-in: have you been adding your work to the ePortfolio? Check site against check-list
November 13 Workshop, work session; ePortfolio check-in	
Week 14	
November 18 Work in teams, finalize project	November 20-DP#3 Final Draft, Due on ePortfolio by 11:59pm
November 20 Time to develop presentations with team; discuss ePortfolio; add "My Journey" page; take CODES evaluation survey	Between now and scheduled presentation, make time outside of class to practice with your team.
Week 15	
Nov 25 & 27: No Class-Thanksgiving Break	
Week 16	
December 2-4 Presentations (date assigned in class)	
No Final Exam- Final Portfolio Due Monday, December 9 at 11:59 pm	