PSTL 3325
Project-Based Writing For Education and Human Development Majors
4 credits

Course Instructor:
Office and Office Hours:
Email:
Office Phone:

Course Prerequisites: 60+ undergraduate credits, declared major

CLE Designation: This course is designated as an upper-division writing intensive course.

Course Texts:


Additional Readings on Moodle

COURSE DESCRIPTION

Designed for those CEHD learners who seek to fulfill the upper level writing intensive requirement in a way that is relevant to their major and field of study, this course will support you as you manage a larger writing project. Learners in this course will form a community of writers, as each grapples with the challenges of a major project focusing on a meaningful problem or issue in your field of study. Some of the most important and most challenging work you face as you near graduation in your major is the work of bringing your academic training to bear on current issues in your field of study. By focusing on project-based writing, this course supports undergraduate learners in the endeavor to delve into and contribute to the work being done in your field to address a particular problem. You will propose a project, identify an audience, tailor your work to address your audience's needs, gather relevant information through primary and secondary research, and create a product that engages others and furthers the real-world work of solving problems. Collaborative activities and assignments will support you through the process.

A central role of the instructor in this class will be to coach you through multiple stages of writing work. In addition to working on your own project, each student will also have a role in building and
maintaining an interactive and supportive environment in which writers can share ideas and work through challenges in the writing process. The course begins with readings about writing for various audiences in academic and non-academic settings, and establishes a workshop format where you will receive individualized feedback on your own writing project. Through readings and discussions in class with peers and your instructor, you will learn to make strategic decisions about form, audience, structure and style. You will consider the nuances and conventions of various formats and how each might be used effectively to present ideas. The course structure is flexible and designed to be responsive to individual needs and a variety of disciplinary contexts, so that students can receive feedback and guidance during different stages of capstone or thesis writing, or community engagement projects.

The majority of the work will focus on a project that you will propose based on your interests, needs, or connections to your writing work in your major.

COURSE GOALS

1. Learners in this course will develop a writing process that works, and understand the habits of a disciplined writer. Learners will create and respond to a complex question related to their field of study in Education and Human Development and engage in a process of inquiry/discovery that involves gathering, evaluating, and synthesizing relevant resources in order to understand and address the question/problem.
2. Learners will gain a deeper understanding of how to engage in formal inquiry into Education and Human Development issues using relevant resources (scholarship, data, interviews, field research).
3. Learners will identify a form for their project that is appropriate to their intended audience, purpose and field (either Education or Human Development) after exploring multiple tools and technologies.
4. Learners will make decisions, taking into account their particular field of study in CEHD, about form, organization, content and design of the project that will effectively communicate to their intended audience.
5. Learners will engage in peer evaluation of each other’s writing, developing not only revision, but also critical reading skills that will help them make effective choices in their own writing.
6. Learners will develop the skills required to consistently use correct citation style, and to attribute authorship to authors.

UNIVERSITY STUDENT LEARNING OUTCOMES

Can Communicate Effectively: The central goal of this course is to help students develop their ability to communicate effectively within their disciplinary field. Through scaffolded assignments, students build their ability to assess what is demanded in particular contexts and then make effective choices in designing communication that meets those needs. All assignments build and
support this core learning outcome. As this course is writing intensive and engages with the entire writing process, drafts of major assignments will receive instructor and class feedback to support effective revision.

**Can identify, define, and solve problems:** Throughout the course, students will be developing insight into a particular issue or problem that is relevant to their field of study. Student writing and activities over the course of the semester support students in their ability to critically analyze the issues they choose to focus on. This goal of this analysis is to explore the ways in which their own thinking and work might contribute to both deeper understanding of the issue and to finding solutions to address the issue. Each assignment in the course, including the peer review and writing workshops, provides practice for students in identifying and solving problems.

**Can locate and critically evaluate information:** In order to complete the work of this course, students will need to locate and collect information from a range of sources that provide context, background and multiple perspectives on the issue on which they have chosen to focus their project. This work of seeking out and assessing relevant texts and sources of information is a central part of building a final project that is well-situated within their field of study and engages meaningfully in an ongoing conversation.

**Have mastered a body of knowledge and a mode of inquiry:** This course provides students with multiple opportunities to become well-versed in a particular issue or question facing professionals in a field of study or practice related to a CEHD major. Through research and analysis, revision and production of a writing project, students become conversant in both the body of knowledge surrounding the issue and in the research and writing process. The final project will be evaluated on the basis of how effectively students are able to communicate that knowledge in an appropriate form.

**CHOOSING A WRITING PROJECT**

This course is designed to support your progress on a project of your own choosing inspired by your recognition of an important problem or issue. By organizing our work around a central project, you are empowered to make important choices about your own learning, and shape the curriculum of our classroom. Because project based learning contributes to a student driven learning environment, the classroom becomes a workshop where you create an authentic product. To begin this work, you will need to consider what are the important questions and concepts at the center of your CEHD field of study, and make choices about form and audience for your work.

You may be in the early stages of writing a senior thesis, capstone project or honors paper. You may be looking for practice in research and research-based writing as you look ahead to graduate school, and you may have particular audiences and modes in mind. No matter your individual goals, learners in this course will engage in the practice of inquiry and writing related to CEHD fields.
Researchers and practitioners in CEHD fields and majors conduct research that adds important information, expertise and knowledge to benefit practitioners in their field. Much of the writing and knowledge that is produced is prompted by recognition of an important issue or problem that needs to be understood. To that end, these writers and researchers pose complex and compelling questions and then try to answer them by designing research projects and presenting their findings to their peers. In order to make their research findings accessible to and applicable for people working in the field (professionals, practitioners or clients), writers often need to transform or “translate” their work into a variety of formats (not always traditionally academic ones) to meet the needs of diverse audiences.

As you work toward finding the most effective form for your own writing project, you will analyze written forms important to, and consider relevant audiences for, the CEHD degree you are pursuing. The writing process you develop in the class will include drafting, instructor feedback, peer feedback and revision. Collaborative activities and assignments form the basis of our work as each student conducts individual research and produces writing. The instructor serves as a coach in an interactive and supportive workshop environment.

After foundational reading that will help us collectively consider questions of audience and form and discourse analysis, students will do informal writing to establish a focus, and then choose a basic formats for the course project. Two options for format are described in the assignment description portion of the syllabus.

COURSE ASSIGNMENTS AND GRADING

The following assignments will make up your total grade. Unless there are legitimate external circumstances, which are documented and discussed with the instructor ahead of time, you will not be able to receive a satisfactory grade (C) in this course unless all course requirements are completed.

10% Responding to Research in CEHD fields: (40 points)
5 % Proposal and Complex Question: (20 points)
30% Research analysis essays (3 @ 40 points each)
35% Final project: (140 points)
10% Form and reflection paper: (40 points)
10% Peer review and workshops: (4 @ 10 pts each)

400 total points available

Grading
93% - 100% (372-400 points) A
90% - 92.9% (360-371 points) A-
87% - 89.9% (348-359 points) B+
Assignment Descriptions:

10%  Responding to Research in CEHD fields: (40 points) After reading several current research-based projects that are relevant to CEHD fields and written in different formats and analyzing these works for the relationship among form, audience and content, you will choose one reading and write a 3-5 page essay that analyzes the writing choices the author has made. What writing “moves” does the author use to effectively address the intended audience? Your work in this essay is to deepen your awareness of standard forms that authors use to answer complex questions, manage data, and present their research. *A draft of this paper will receive instructor and class feedback to support revision.*

5 %  Proposal and Complex Question: (20 points) You will identify an important question that you want to research. You will propose a project to begin to answer this question, thinking about form and audience. Your proposal will include a statement of the question you plan to address, what form you think your project will take and an analysis of your proposed audience. (2-3 pages) You will also include a preliminary annotated bibliography of sources you plan to use in your research. *A draft of this proposal will receive instructor and class feedback to support revision.*

30%  Research analysis essays (3 @ 40 points each): These are less formal papers (2-3 pages) that encourage you to report on your research findings as you are developing your project. Each essay should include discussion of 2-3 sources that are important to your research. Through this assignment you will practice the writing skills of summary, paraphrase and quotation in the APA style, and include discussion of your ongoing inquiry as well as personal reflection on the expertise you are developing. The writing you do on these papers will form the foundation for your first draft of your final project. *Each of these essays will be brought to class to receive instructor and peer feedback.*

35%  Final project: (140 points) This is your final work on a project that takes one of the two formats described below. *A first draft of this paper will receive instructor and class feedback to support revision.*

Academic Research Project: Those who choose to create an academic research project will write an extended 15-20 page research paper in their field. This paper will include:
a. A complex analysis of a relevant problem or issue in a CEHD field
b. Evidence of careful reading and expertise development through research
c. Use of 10 academic and important sources (minimum)
d. Use of 5 other relevant sources – can be academic or other types of credible work that help you answer the question you posed
e. Use of APA style, including subheadings, tone, in text citations and references

The final product might be the foundation for a senior project or honors thesis. Students considering a more academic senior project or thesis should consider this focus.

**Multi-modal Project:** Those who choose this project will also do extended writing and research, but will choose a mode to present their findings that is not a traditional research paper. The form and mode of this project will be determined by the audience for the project. This project will include:

a. A complex analysis of a relevant problem or issue in a CEHD field
b. Evidence of careful reading and expertise development through research
c. Use of 10 academic and important sources (minimum)
d. Use of 5 other relevant sources – can be academic or other types of credible works
e. Use of appropriate form to create materials for an intended audience. This may include documents for a site connected with your research focus, or a non-traditional project (including video, powerpoint, website or other media) that you have decided on for your senior project or capstone within your major
f. Evidence of careful consideration of form and use of best resources to work within this form (including critical analysis of technology, format, audience)
g. Appropriate use of other people’s ideas and APA style

**Criteria for Evaluation of Projects:**

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<th>Complex analysis and extended content. This project takes on a relevant issue or problem</th>
<th><em>This rubric will be more fully developed to include assessment levels each criterion: excellent, good, fair, poor....</em></th>
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<td>Evidence used and research process establishes a solid base for ideas; evidence is used to support ideas.</td>
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<td>The form of this project reflects important choices and the interrelationship between ideas and form. There is skill in the use of the chosen form.</td>
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<tr>
<td>The writing choices made in this project reflect the needs of a specific audience</td>
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APA style is used to acknowledge the work and ideas of researchers; APA style is used consistently and correctly.

10%  **Form and reflection paper: (40 points)**  In this 2-3 page paper you will reflect on the choices you made in your project, especially regarding form, audience and research. Why did you choose that particular form? How did your intended audience influence choices you made about form? What were the particular challenges you faced concerning form, audience and research? How did you meet those challenges?

10%  **Participation in peer review and workshops: (4 @ 10 pts each)**  As part of our community of writers, you will offer your work in process to the class for review and discussion, and respond to other writers at various stages in their written work. Your contribution to this review process will be thoughtful reading followed by constructive and helpful feedback that leads participants to deeper revision. Your peer review work will be evaluated for thoroughness and critical awareness. Over the course of the semester, we will practice different feedback strategies in peer review workshops, including “say back”, “question posing” and “narrative response.” Each class workshop or peer review will be worth 10 points.

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<th>Completeness</th>
<th>Critical thinking</th>
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<tr>
<td>Excellent (9-10 points)</td>
<td>Your feedback thoroughly addresses the prompts or questions posed to guide the draft workshop.</td>
<td>Your feedback attends thoughtfully to the nuances of rhetorical context and the complexities of the draft.</td>
</tr>
<tr>
<td>Good (8 points)</td>
<td>Your feedback addresses most of the prompts or questions posed to guide the draft workshop.</td>
<td>Your feedback shows an awareness of the nuances of rhetorical context and the complexities of the draft.</td>
</tr>
<tr>
<td>Acceptable (7 points)</td>
<td>Your feedback addresses some prompts or questions posed to guide the draft workshop better than others.</td>
<td>Your feedback shows an awareness of the nuances of rhetorical context and the complexities of the draft in some places but not in others.</td>
</tr>
<tr>
<td>Worthy of some credit (6 points)</td>
<td>Your feedback addresses some prompts or questions posed to guide the draft workshop and misses others entirely.</td>
<td>Your feedback shows that you understand some issues and complexities of rhetorical context, but you do not fully understand the concepts, information, implications or perspective needed to respond fully.</td>
</tr>
<tr>
<td>No credit</td>
<td>You didn’t complete this work.</td>
<td>You didn’t complete this work.</td>
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Extra Credit  There will be no extra credit offered in this course. The grade will be determined by the assignments and percentages outlined above in this syllabus.

Incompletes  You may arrange for an incomplete only in case of emergency, only if you have completed most of the course in good standing, and only if you contact me on or before the last day of class to formally arrange for an extension on your final work for the class.

Writing Intensive

This course is designated as writing intensive. This means that we will spend class time working through, discussing and honing the writing process in order to produce effective writing. The combination of low-stakes and formal writing assignments that comprise the coursework are designed to give you opportunities to practice writing in different contexts and to experiment with different approaches to idea development through writing activities. We will use a variety of tools to do revision of the formal writing assignments in the course. Learning how to do effective revision – re-seeing your writing and making changes to it to build its effectiveness – is an essential part of becoming a skilled writer. You will receive feedback on drafts from your instructor, but also from your peers, and you will learn strategies that will help you assess your own writing. Making good use of these revision tools will be an important and required component of your work and your grade.

Attendance and Participation

Class discussion, in-class work and group work are essential parts of this course, and therefore your attendance and participation are very important. If you miss a class or come in late, it will be your responsibility to find out what work you have missed, and to make it up as soon as possible (preferably by the next class). Even if you are absent for a legitimate reason you are responsible for all work missed and for making it up in a timely manner. In addition, much of the work that we will do in this class will be in a workshop format, and simply cannot be made up.

Late Work

All assignments are due at the beginning of the class on the day they are due, unless otherwise explicitly noted. Except in the case of a documented medical or family emergency, late work is penalized as follows: papers handed in within the 24 hour period after the class period in which they are due will be penalized a third of a letter grade. Papers handed in after 24 hours will be reduced by one full letter grade for every additional 24-hour period. Once a paper reaches the “F” level using these standards, you can always turn the paper in for an “F” before the final class day of instruction (December 14). After December 14, all papers not received will be given a zero.

University Grading Standards
A - achievement that is outstanding relative to the level necessary to meet course requirements.
B - achievement that is significantly above the level necessary to meet course requirements.
C - achievement that meets the course requirements in every respect.
D - achievement that is worthy of credit even though it fails to meet fully the course requirements.
S - achievement that is satisfactory, which is equivalent to a C- or better.
F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see below).
I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Help Outside of Class

If you need help outside of class, please make an appointment with the writing consultant or me; make use of my office hours and of the writing center, where walk-in help is also available.

Student Conduct:
The University of Minnesota Student Conduct Code governs all activities at the University, including this course. Students who engage in behavior that disrupts the learning environment for others are subject to disciplinary action. This includes any behavior that interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities. As a student at the University you are expected adhere to the Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

Scholastic Dishonesty:
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course. The Office for Student Conduct and Academic Integrity has a list of Frequently Asked Questions pertaining to scholastic
dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course.

**Academic Freedom and Responsibility, for courses that involve students in research:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

**Disability Accommodations:**
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html.

**Mental Health and Stress Management:**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, difficulty concentrating and/or lack of motivation. Mental health concerns or stressful events may lead to diminished academic performance. University of Minnesota services are available to assist you. Information about the confidential mental health services available on campus is available at the Student Mental Health Website: http://www.mentalhealth.umn.edu.
**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html](http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html).

**Harassment:**

The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help. Contact the Department Chair, 206 Burton Hall, 626-8705, or the Office of Equal Opportunity and Affirmative Action, 274 McNamara Alumni Center, 624-9547.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html](http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html).

**Complaints Regarding Teaching/Grading:**

Students with complaints about teaching or grading should first try to resolve the problem with the instructor involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Department Chair, 206 Burton Hall, 626-8705, who will attempt to mediate. Failing an informal resolution, the staff in the PsTL departmental office will facilitate the filing of a formal complaint.
Complaints Regarding Advising:
Students with complaints about advising should first try to resolve the problem with the advisor involved. If no satisfactory resolution can be reached, students take the matter to CEHD Student Professional Services, 360 Education Sciences Building, 625-3339, who will attempt to mediate. Failing an informal resolution, the CEHD Student Services staff will facilitate the filing of a formal complaint.

Weekly calendar and schedule of due dates

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<tr>
<th>Class Schedule</th>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Intro to Course, syllabus, major projects</td>
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| **Week 2** | Talking to academics in academic language, tensions and reflections | Sansevere, “The Use of I in Academic Writing”; Graff, “Unlearning to Write” (from Clueless in Academe). |

<p>| <strong>Week 3</strong> | What does problem or issue based writing | “More than a Game,” (Report from Tucker Center for Girls and Women); Acker, |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Reading Material</th>
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<tr>
<td><strong>Week 4</strong></td>
<td>What does problem or issue based writing look like in CEHD major fields (continued)?</td>
<td>Wentzel et. al, “Young Adolescents’ Perceptions of Teachers’ and Peers’ Goals as Predictors of Social and Academic Goal Pursuit”; Miller et. al, “Avenue ASL: Transforming Curriculum through Design and Innovation” (on Moodle).</td>
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<td><strong>Week 5</strong></td>
<td>Workshopping; drafting and revision. Developing a writing process: what works?</td>
<td>First drafts of Research paper for class workshop due</td>
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<td><strong>Week 6</strong></td>
<td>Proposing a complex question; writing to take on important problems within a field.</td>
<td>Johns, Chapter 2; The Writing coach: The Writing Process (on Moodle); Spatt, Chapter 7; Finding Sources; Ball and Arola, focus on Text and Purpose.</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Working with proposals</td>
<td>First draft of Workshop Proposal due and Final drafts of</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Spatt, Chapter 8</td>
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<tr>
<td>Week 8</td>
<td>Inquiry and developing a research process. Review of library databases; CEHD specific databases; working with key words and refining searches.</td>
<td>Spatt, Chapter 9; Writing the Research Essay, ix Visualizing Composition; focus on Alignment, Audience, organization and Framing.</td>
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<tr>
<td>Week 9</td>
<td>Research workshop continues</td>
<td>Spatt, Chapter 10; Ball and Arola, focus on color, contrast, proximity and sequence.</td>
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<tr>
<td>Week 10</td>
<td>Citing and Attribution; Workshop on Research Analysis Paper 2</td>
<td>Spatt, Chapter 12 (section on APA style)</td>
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<td>Week 11</td>
<td>Draft Workshop</td>
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<tr>
<td>Week 12</td>
<td>Moving to first draft. Creating a first draft from prewriting, developing a strong thesis, thesis in non-academic formats, modes, audience and form refinement activity.</td>
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<td>Week 13</td>
<td>Draft Workshop; Use of Subheadings in APA, running head, title page and table of contents, finishing a final draft.</td>
<td>First draft of Writing Project due</td>
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<td>Week 14</td>
<td>Draft Workshops and conferences</td>
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<td>Week 15</td>
<td>Presentations</td>
<td>Final Projects Due</td>
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<tr>
<td>Finals Week</td>
<td></td>
<td>Reflections Due</td>
</tr>
</tbody>
</table>

**Bibliography**


Miller, C., Hooper, S. & Rose, S. (In press). Avenue ASL: Transforming curriculum through
design and innovation. *Tech Trends*.


