

MASS 365

ORIGINATOR'S SECTION:

1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): <u>Fall 2016</u>												
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No													
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)													
4. Course abbreviation and Number:* MASS 365													
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) New Media and Everyday Life													
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) New Media : Everyday Life													
7. Number of Units: 3													
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Explores the various new media technologies and the role they play in our everyday lives. Takes a critical media studies approach in surveying the social, cultural, and political issues raised by the deployment and adoption of digital media. and Will engage the implications of new media technologies on society, the way we behave, and conduct everyday life. <u>May not be taken for credit by students who have received credit for MASS 470-2.</u>													
9. Why is this course being proposed? The revised Mass Media catalog reads: "Bachelor of Arts in Mass Media provides students with theoretically-focused and application-based frameworks to understand media, media technology, and its influence upon domestic and global culture and society" (see University course catalog). This course precisely does this. Through the exploration and critical examination of the new media technologies that they use everyday, students will gain an understanding of the implications of such technologies on their everyday lives as well as its national and global implications. Whatever careers our students enter, the uses of new media technologies, particularly social media, will be important. This course will arm students with the tools to critically assess and evaluate the production, deployment, and adoption of new media technologies in their personal, academic, and professional lives. In addition, the course will expand the course offerings in the MASS major and contribute to students' understanding of mass media while also facilitating their matriculation.													
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricular/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Type of Instruction</th> <th style="width: 33%;">Number of Credit Units</th> <th style="width: 33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C-02</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>		Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-02	Activity			Lab		
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Lecture	3	C-02											
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)													
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.													
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair													



14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* MASS 470-2
20. How often will this course be offered once established?* Every year during the Spring semester.

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Mass Media and Communication

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Arts & Tech/School of Arts
DisciplineSee email
Signature5-3-16
Date☒ Support ☐ Oppose

Discipline

Signature

Date

☐ Support ☐ Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Cecilia Uy-Tico
1. Originator (please print or type name) 19 April 2016
Date
2. Program Director/Chair 4/20/16
Date
3. College Curriculum Committee 9/7/16
Date
4. College Dean (or Designee) 9/9/16
Date

5. UCC Committee Chair Date
6. Vice President for Academic Affairs (or Designee) Date
7. President (or Designee) Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Tuesday, May 3, 2016 at 12:58:51 PM Pacific Daylight Time

Subject: Re: C-Form MASS 365 New Media & Everyday Life
Date: Tuesday, May 3, 2016 at 12:48:07 PM Pacific Daylight Time
From: Jacquelyn Kilpatrick
To: Cecilia Uy-Tioco

Hello Cecilia. My apologies for this taking so long, but the School of Arts supports this course, and we will be encouraging our students to take it.

Best,
Jacque

Jacquelyn Kilpatrick, Ph.D.
Director, School of Arts
California State University San Marcos
(760)750-8294



SCHOOL of ARTS

From: Cecilia Uy-Tioco
Sent: Monday, May 2, 2016 6:52 PM
To: Jacquelyn Kilpatrick
Subject: Re: C-Form MASS 365 New Media & Everyday Life

Hi Jacque,

I just wanted to check with you if there was any feedback form the SofA Curriculum Committee regarding the C-Form for MASS 365 New Media & Everyday Life. I'd be happy to answer and questions or concerns!

Thanks!

Best,
Lia

—
Cecilia "Lia" Uy-Tioco, Ph.D.
Assistant Professor, Department of Communication
California State University San Marcos
333 S. Twin Oaks Valley Road, SBSB 2120
San Marcos, CA 92096

Phone: 760-750-8281

MASS 365 NEW MEDIA & EVERYDAY LIFE

Explores ~~the~~ various new media technologies and the role they play on our everyday lives. Takes a critical media studies approach in surveying the social, cultural, and political issues raised by the deployment and adoption of these digital media, ~~and will~~ engage the implications of new media technologies on society, ~~the way we behave,~~ and conduct everyday life.

Much has been said about how new communication technologies, such as laptops, the Internet, mobile phones, mp3 players, tablets, as well as social networking sites such as Facebook, Twitter, and Instagram, have “revolutionized” our world. Many of us cannot imagine a society without such technologies. They have become part of our “normal” daily lives, and to “unplug” almost seems impossible.

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will be able to

1. Analyze the impact new media has had on everyday life through critical media and cultural studies framework.
 - *Reinforces Mass Media PSLO #1: Analyze a media topic, form, or theme from a variety of perspectives or levels of analysis.*
 - *To be measured by students' participation in class discussions and by assessment of New Media Observation Assignment and New Media & Me Video.*
2. Articulate the role media technologies have played in how society is organized politically, economically, socially, and culturally.
 - *Reinforces Mass Media PSLO #4: Interpret shifts in media technology and context.*
 - *To be measured by assessment of New Media Fasting Paper, Group Peer Teaching & Presentations, and Final Synthesis Paper.*

REQUIRED TEXTS:

Required course readings will be available on Cougar Courses or other online sources.

COURSE EXPECTATIONS:

Students are expected to spend SIX hours each week for a three credit hour course. This work does not include attending the class meetings. Out-of-class work includes such engaging in active reading, taking notes, constructing responses, completing homework exercises, participating in online forums, preparing for class, etc. Please budget your time accordingly and be prepared to utilize this time in order to do well in this course.

COURSE REQUIREMENTS:

1. Class Participation and Attendance (15%): As an upper-level course, the success of this class is dependent on your active participation. You must attend class to participate. As a result, students with habitual attendance problems, as measured by the class attendance sheet and peer evaluations, cannot expect to receive a favorable participation mark. It is not enough to simply come to class. Physical attendance without engagement in the discussion will result in an earned grade of C-/C. Participation in the class discussion is

evidence of your having done the readings, you preparing for class, and of your commitment to being part of our community of learners. Furthermore, students will be expected to conduct themselves with professionalism. This means arriving on time and focusing on course activities (i.e., no mobile phones, FB and chat, disruptive conversations during lectures, etc.). In the case of personal or health emergencies, I will make exceptions on a case-by-case basis.

On occasion I will be breaking up the class into small groups for discussions and other activities that help us tackle the material at hand. Once in a while I may also ask students to volunteer to do a mini-presentation on the theorist, theory, or perspective we are about to discuss. Discussions, in-class writing, research, formal and informal collaboration with peers, class discussion questions, hands-on creative projects, and quizzes will all contribute to the assessment of your class participation. Preparation outside of class significantly influences the quality of in-class participation. If you attend class unfamiliar with the assigned texts, indifferent to the work and/or ideas of your colleagues, and inadequately prepared with your writing, your participation grade will suffer. I encourage you to bring to class relevant materials for discussion from other classes, the media, or other learning experiences.

2. New Media Observation Assignment (15%): In pairs, you will embark on an observation assignment involving CSUSM students on their new media use. Report should be at least three (3) pages long, must include a graphical display of both your qualitative and quantitative data, and your field notes attached. Details and guidelines will be discussed in class and posted on Cougar Courses.

3. New Media Fasting Paper (15%): You will be asked to “fast” from a new media technology for a span of 72 hours and reflect on the experience, drawing on course concepts and theories, in a paper of at least five (5) pages. Details and guidelines will be discussed in class and posted on Cougar Courses.

4. New Media and Me Video (15%): In this assignment, you are tasked to compose a digital narrative about your relationship with new media technologies. You should choose a narrative form that has both the essential elements of a digital story and relates to at least one concept about new media and everyday life that we have explored in this course. Your video will be uploaded to the class Youtube channel. Details and guidelines will be discussed in class and posted on Cougar Courses.

5. Group Peer Teaching and Presentations (25%): I am firm believer in students working together and learning from each other. I also believe in learning from you! Thus, in groups you will be given the opportunity to “teach” and lead our class discussion. Each group is tasked to introduce and discuss a brand new media technology or unusual/unexpected uses of new media technology that is making inroads in everyday life. Some examples: Fitbit and other fitness trackers, health apps, Google glass, VPN (for example, how foreigners are able to access Facebook in China, or how the US version of Netflix can be accessed abroad), etc. Try to find something that majority of the class (and the professor!) is not familiar with!

You are expected to:

- a. Introduce the technology you have chosen. Discuss its history, its uses, its potential, etc. Find as much information as you can about the new media technology including cost, distribution, etc.
- b. Talk about some issues facing the use and adoption of these technologies. Discuss how other communities and societies use these everyday technologies.
- c. Make sure you make connections between your topic and at least two (2) theories we have discussed in class. If your group would like to assign a reading for your teaching and presentation date, you must let me know two weeks in advance so that I can approve (or disapprove) the readings. You also must give your classmates adequate time to read the readings.
- d. Be creative! Don't just do a Powerpoint. Engage the class in an activity, game, quiz, etc. You're group is in charge of our class for at least half of our class time. As much as possible I will try not to step in unless I think you are missing some key concepts.

More details will be discussed in class and posted on Cougar Courses.

6. Final Synthesis Paper (15%): In lieu of a final exam, you will be writing a final paper of 8-10 pages synthesizing what you have learned in this course. Details will be discussed in class and posted on Cougar Courses.

GRADING SCALE:

A 93-100%	B 83-85.9%	C 73-75.9%	D 63-65.9%
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%
B+ 86-89.9%	C+ 76-79.9%	D+ 66-69.9%	F < 59.9%

GRADING AND PERFORMANCE ASSESSMENT:

Students earn their grades. I do not give them. An extraordinary performance will result in an extraordinary grade. For each assignment, students are expected to fulfill the requirements of the assignment. Work that presents this level of attention and performance is in the **"C" range** (average or fair). **"B" range** (above average) work meets all of the requirements and exceeds in several areas, and **"A" range** (excellent) work exceeds expectations in all areas. **"D" range** (below average) work exhibits failure to meet minimum requirements for the assignment. A **failing grade (F)** generally results from academic dishonesty, missed deadlines, or a failure to adhere to the requirements of assignments.

COURSE GROUND RULES:

Using common courtesy during our course is an expectation of all students. This includes avoiding coming late to class, chatting with your seatmate when during lecture or discussion time, checking email or Facebook in class, accepting or making calls/texts during class. Should you need to step out of the classroom while the class is ongoing, you are expected to step out unobtrusively and quietly shut the classroom door. Avoid bringing food that is exceptionally crunchy or smelly. See below for technology uses in the classroom.

Laptop, Tablet, and Mobile Phone Use

Mobile phones must be on silent mode or turned off during class time. I prefer that laptops and tablets not be used in class, however, if you must use them you must 1) Write me a letter explaining why the use of a laptop or tablet is necessary for your learning and promising you will not use it for non-class related communication (i.e. Facebook, email, chat, message, Twitter, blog reading, online shopping, etc.), and 2) Sit in the front row(s).

All students are encouraged to read these two articles:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop?utm_medium=social&utm_source=facebook&utm_name=share-button&utm_campaign=vox&utm_content=article-share-bottom

Attendance

Attendance and participation is necessary for your success in this class. However, I do understand that “life happens” and you sometimes need to miss class. You have two (2) “life happens” days wherein your absence will not count against you. While you do not need to contact me regarding this absence, I do suggest you send me an email saying “Life happens absence” and the date you will be absent. Take note that the “life happens” option cannot be used on an exam or presentation day.

Missing a class means missing something important. If you miss a class, it is your responsibility to borrow a classmate’s notes and keep up with the readings. Activities done in class cannot be made-up. In addition:

Two lates = one absence.

Miss three classes = one-third grade penalty (e.g., C plus to a C);

Miss four classes = two-third grade penalty (e.g., C plus to a C minus);

Miss five classes = one letter grade penalty (C plus to a D plus).

Academic Integrity

CSUSM and the Department of Communication strongly believe in academic integrity. By registering and attending courses at CSUSM you are agreeing to abide by the standards for academic integrity set forth by the university. As your instructor, I will uphold the standards of academic honesty and integrity as stated in the CSUSM General Catalog and encourage every student to consult pages 94-95. It is your responsibility for knowing the guidelines related to academic honesty. Any student committing an act of academic dishonesty must meet with the professor, earn a lowered grade on the assignment (if not a zero), and be reported to the Dean of Students.

Every student is expected to submit original and independent work, except for group projects where to you are expected to work collaboratively. Be particularly careful to credit work through citations. In addition to direct quotations, you must also provide an in-text citation and an entry in your list of works cited for paraphrases and summaries of opinions or factual information not formerly known to the writer. If you decide to use another person’s ideas you must either quote the idea verbatim or completely rephrase the ideas in your own words and voice. Even when you paraphrase information, you still must cite the

original source of the information (in-text and in your bibliography). Please give credit where credit is due, even in our class discussions. For example, if you have had an interesting conversation about a text or your learning with a friend, family, or group member, then acknowledge their contribution to your learning.

In academic work, you should follow a standardized format for your in-text citations and lists of works cited (for example, the formats created by the Modern Language Association [MLA], the American Psychological Association [APA], or Chicago Manual of Style).

Format for Assignments

All assignments must be typed using a reasonable font and point size. (12-point for serif fonts such as Times, Times New Roman, or Cambria; 10 or 11-points for sans serif fonts such as Verdana, Ariel, or Helvetica), one-inch margins, double-spaced, and stapled. You must correctly and consistently use a recognized citation style, for example MLA, APA, or Chicago. For a summary of the styles, visit <http://library.duke.edu/research/citing/workscited/>

Late Work

Papers and other assignments are to be submitted on the due date or on the deadline specified. ***Late work will be reduced one letter grade per day. No work will be accepted over one week late*** without a valid written medical excuse or notice of death in the family. Work should be submitted in the format stipulated for each assignment (i.e. submit in class, post on Cougar Courses, etc.). You cannot submit Online Discussions late.

The “plan ahead” and “back up your data” clause

Technical problems with your computer or printer are not an acceptable excuse for not submitting your work on time. Please save often, back up your work, and keep copies of emails to me in your “Sent” box. This way, in case you do encounter computer issues, you can show me that you had indeed been working on your paper or that you had made every effort to alert me.

Open Door Policy

You can discuss in person or through e-mail any questions or concerns you have regarding this course without worrying about it affecting your grade. It is best you come to me early on if you are having academic or personal issues that are preventing you from giving 100% to this course. While I do not need to know details, I need to have some idea of what’s going on with you before I can help you. It is more difficult to come to me begging for an extension once a deadline is passed.

Disability Accommodations/ADA Statement

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: dss@csusm.edu. Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

WEEKLY SCHEDULE

Some adjustments to the schedule may be made during the term. Students are responsible for staying informed about possible changes in activities or due dates by attending class regularly and frequently monitoring email.

Date	Topic	Reading Assignment
Week 1	Introduction to course, syllabus, requirements, etc.	Socha, Bailey and Barbara Eber-Schmid, "Defining New Media Isn't Easy" http://www.newmedia.org/what-is-new-media.html
Week 2	What is New about New Media?	Silverstone, Roger (1999) "What's New About New Media?" <i>New Media Society</i> Vol. 1 (1): 10-82. Livingstone, Sonia (1999) "New Media, New Audiences?" <i>New Media Society</i> 1(1): 59-68. Lievrouw, Leah (2004) "What's Changed About New Media?" <i>New Media Society</i> 6 (1): 9-15.
Week 3	Media and Everyday Life	Moore, Shaun. <i>Media and Everyday Life in Modern Society</i> . Edinburgh: Edinburgh University Press, 2000. (Chapters I, V, VII, and VIII)
Week 4	Theories of Everyday Life	Highmore, Ben. (2000) "Introduction" to <i>Ordinary Lives: Studies in the Everyday</i> . London: Routledge. De Certeau, Michel (2009) "The Practice of Everyday Life" in <i>Cultural Theory & Popular Culture</i> 4 th edition, J. Storey, ed. Harlow, England: Pearson.
Week 5	Everyday Life and Consumption	Poster, Mark (2004) "Consumption and digital commodities in the everyday," <i>Cultural Studies</i> , 18:2, 409-423. Silverstone, Roger (1994) "Television, Technology, and Everyday Life" in <i>Television & Everyday Life</i> . London: Routledge.
Week 6	Cultural Technologies	Flew, Terry (2005) "New Media as Cultural Technologies" in <i>New Media: An Introduction</i> . Oxford: Oxford University Press. Tomlinson, John (2008) "You're Life—To Go" in <i>Connectivity, Networks & Flows</i> , A. Hepp et al, eds. Cresskill, NY: Hampton Press. Kline, Stephen, Nick Dyer-Withford, and Greig de

Date	Topic	Reading Assignment
		Peuter (2003) <i>Digital Play: The Interaction of Technology, Culture, and Marketing</i> . Montreal: McGill-Queen's University Press. Chapter 2.
Week 7	Media Ecology	<p>McLuhan, Marshall (1964) "The Medium is the Message" in <i>Understanding Media</i>. Boston: MIT Press, 1994.</p> <p>Meyrowitz, Joshua (1999) "No Sense of Place: The Impact of Electronic Media on Social Behavior" in <i>The Media Reader</i>, H. Mackay and T. Sullivan, eds. London, Sage.</p>
Week 8	Polymedia	<p>Madianou, Mirca and Daniel Miller (2012) "Polymedia: Towards a new theory of digital media in interpersonal communication." <i>International Journal of Cultural Studies</i> 16(2): 169–187.</p> <p>Madianou, Mirca (2015) "Polymedia and Ethnography: Understanding the Social in Social Media." <i>Social Media + Society</i>. April-June: 1-3.</p>
Week 9	Web 2.0	<p>Gehl, Robert W. (2011) "The archive and the processor: The internal logic of Web 2.0" <i>New Media & Society</i> 13(8): 1228–1244</p> <p>Gehl, Robert W. (2011) "Ladders, samurai, and blue collars: Personal branding in Web 2.0." <i>First Monday</i>, 16(9-5). Available at http://firstmonday.org/ojs/index.php/fm/article/view/3579/3041</p>
Week 10	Enclosure and Surveillance	<p>Andrejevic, Mark. (2007) "Surveillance In The Digital Enclosure," <i>The Communication Review</i>, 10: 295–317.</p> <p>Dewey, Caitlin. "You don't know it, but you're working for Facebook. For free." <i>Washington Post</i>. 22 July 2015. Available at https://www.washingtonpost.com/news/the-intersect/wp/2015/07/22/you-dont-know-it-but-youre-working-for-facebook-for-free/</p> <p>Wise, J. Macgregor (2004) "An immense and unexpected field of action: Webcams, surveillance and everyday life," <i>Cultural Studies</i>, 18:2, 424-442.</p>

Date	Topic	Reading Assignment
Week 11	Commercial Content Moderation	<p>Fox, Sarah R. "Social Media's Dirty Work: Contextualizing the Facebook Screening Controversy" available at http://illusionofvolition.com/2012/02/26/social-medias-dirty-work-contextualizing-the-facebook-screening-controversy/</p> <p>Chen, Adrian. "The Laborers Who Keep Dick Pics And Beheadings Out Of Your Facebook Feed," <i>Wired</i> 23 October 2014. Available at http://www.wired.com/2014/10/content-moderation/</p>
	Comment Moderation	<p>Gardiner, Becky et al. "The dark side of Guardian comments." <i>The Guardian</i>. 12 April 2016. Available https://www.theguardian.com/technology/2016/apr/12/the-dark-side-of-guardian-comments?CMP=share_btn_tw</p>
Week 12	The Dark Web	<p>Gehl, Robert. (2014) "Power/freedom on the dark web: A digital ethnography of the Dark Web Social Network." <i>New Media & Society</i>. Published online before print October 15, 2014. DOI: 10.1177/1461444814554900</p>
Week 13	New Media & Social Change	<p>Video: Zuckerman, Ethan. <i>Cute Cats and the Arab Spring: When Social Media Meet Social Change</i>. Lecture at University of British Columbia, 6 December 2011. Available at https://www.youtube.com/watch?v=tkDFVz_VL_I</p> <p>Rawlinson, Kevin. "National emergency? Belgians respond to terror raids with cats." <i>The Guardian</i>. 23 November 2015. Available at http://www.theguardian.com/world/2015/nov/22/national-emergency-belgians-respond-with-cats</p>
Week 14		
May 4, Mon	Group Presentations	
May 6, Wed	Group Presentations	
Week 15		
May 9, Mon	Group Presentations	
May 11, Wed	Wrap-Up and Review	
Finals Week	Final: Synthesis Paper	