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Art 353
Office Hours Link: https://washington.zoom.us/j/9516190715
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English 121 D: Housing Insecurity in Seattle
Autumn 2021
M 10:30-12:20 MGH 074
W 10:30-12:20 PAB B109
https://canvas.uw.edu/courses/1478312

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Course Description

Welcome to English 121! This class will serve as your introductory writing course for the University of Washington. In order to learn and practice the writing and rhetorical skills you will need throughout your time at UW (and after) we will focus on four course outcomes:

- Develop the ability to recognize and write for different audiences and contexts
- Utilize a variety of strategies for analyzing texts (visual media, space and place, built environment etc.) and using those texts as generative parts of inquiry.
- Produce complex, persuasive arguments that demonstrate stake and answer the question: "So what?"
- Learn editing skills that attend to the fact that writing is an alinear process dependent on constant *re*flection, *re*vision and oftentimes *re*writing. First drafts almost never work, even for the "best" writers.

While English 121 is above all a writing course, this "social issues," community-engaged learning section will approach writing through the theme of housing insecurity/houselessness in

the city. Our class is partnered with [Compass Housing Alliance](#) (CHA), a local nonprofit that serves the community experiencing homelessness. Students will have opportunities for on-site and remote community engagement with CHA. Through our work with CHA and our course material we will ask questions about the social and material forces that shape our city and in turn impact the everyday lives of people who are currently experiencing homelessness. Course readings including podcasts and films will interrogate anti-homeless discourse, laws, hostile architecture, and policing that targets the homeless community. Students should pay special attention to how housing status intersects with notions of race, gender, sexuality, class, citizenship, notions of land as property, and accessibility to structure life chances.

We will learn on our journey into the complexities and histories of the city and housing that space is not apolitical, and neither is writing. Writing is a deeply political act. For this course, I will ask you to consider the ethical and social stakes of your writing and encourage you to bring your unique and diverse perspectives and voices to your work. Writing is not something that can be mastered once and for all, but by the end of this course you should have the skills and tools to be an effective, confident, and persuasive writer.

Questions…
As we undergo a global pandemic, we are grappling with an unprecedented perspective on "space" and "place" alongside more agressive public health and sanitation concerns. What would it mean in our current moment to be "out of place" or "home-less?" Thinking about both before and during the pandemic, to what extent are those who are unhoused either abandoned or provided for by the city? How do popular representations and dominant discourse shape our understandings of the housing crisis and those who suffer from it?

As a community-engaged learning course, this class will also ask students to consider the questions: What is community engaged learning? How can writing be public-facing, action-oriented and community-engaged? What does it mean to engage the topic of homelessness by and through "community engaged learning?"

Lastly, I like my students to be aware of the fact that the community we will be working with — those experiencing homelessness — is an especially vulnerable population. Whether your engagement is direct (on-site at CHA) or indirect (in the archives or remotely), I expect a few commitments from students:
1. Students in this course will be dedicated to foregrounding the humanity of the unhoused community, which is so often diminished.
2. Students will practice using people-first humanizing language. One example of this is "homeless person" vs. "person experiencing homelessness" or "a person who is unhoused." We can talk about more ways to update and innovate our language.

3. Our partnership with our unhoused neighbors and CHA is non-hierarchical. This means that we will honor and center situated knowledge. For many of us, we will enter into our community engagements as learners, not teachers.
4. Our partnership is based on reciprocity. As learners, you may want to ask questions, listen to stories, and gain insight from our partners. Be mindful that you give at least as much as you take from your relationships with community members and CHA staff. You may not be the leader or teacher in your role but you have valuable things to contribute in these spaces (your labor, your company, your conversation, your time)!

Required Texts and Materials

- Excerpts to be uploaded on Canvas
- Regular internet access for any Zoom meetings, assigned podcasts, video, and other media and to submit assignments and stay connected through email and Canvas
- UW email account
- I will ask you to watch one movie, it's available on Hulu but we will also screen it in class and remotely

Course Outcomes
Outcome 1
To compose strategically for a variety of audiences and contexts, both within and outside the university, by

- recognizing how different elements of a rhetorical situation matter for the task at hand and affect the options for composing and distributing texts;
- coordinating, negotiating, and experimenting with various aspects of composing—such as genre, content, conventions, style, language, organization, appeals, media, timing, and design—for diverse rhetorical effects tailored to the given audience, purpose, and situation; and
- assessing and articulating the rationale for and effects of composing choices.

Outcome 2
To work strategically with complex information in order to generate and support inquiry by

- reading, analyzing, and synthesizing a diverse range of texts and understanding the situations in which those texts are participating;
- using reading and writing strategies to craft research questions that explore and respond to complex ideas and situations;

- gathering, evaluating, and making purposeful use of primary and secondary materials appropriate for the writing goals, audience, genre, and context;
- creating a 'conversation'—identifying and engaging with meaningful patterns across ideas, texts, experiences, and situations; and
- using citation styles appropriate for the genre and context.

Outcome 3
To craft persuasive, complex, inquiry-driven arguments that matter by

- considering, incorporating, and responding to different points of view while developing one's own position;
- engaging in analysis—the close scrutiny and examination of evidence, claims, and assumptions— to explore and support a line of inquiry;
- understanding and accounting for the stakes and consequences of various arguments for diverse audiences and within ongoing conversations and contexts; and
- designing/organizing with respect to the demands of the genre, situation, audience, and purpose.

Outcome 4
To practice composing as a recursive, collaborative process and to develop flexible strategies for revising throughout the composition process by

- engaging in a variety of (re)visioning techniques, including (re)brainstorming, (re)drafting,(re)reading, (re)writing, (re)thinking, and editing;
- giving, receiving, interpreting, and incorporating constructive feedback; and
- refining and nuancing composition choices for delivery to intended audiences in a manner consonant with the genre, situation, and desired rhetorical effects and meanings.

Community Engaged Learning

Public Writing Policy
Nearly all public writing assigned in English 121 is done either with or for community partners (flyers, testimonials, newsletter articles, fundraisers, research on areas of interest to the organizations, surveys, etc.), so this public writing is already cleared by those agencies for use beyond the classroom. In cases where public writing is not done in consultation or collaboration with agencies, but refers to agencies or is based on your work at those agencies, even if the agencies are not identified by name, you must receive permission for this work to go beyond your classroom through a signed release from your site supervisor. Examples of public writing

referring to organizations, but not necessarily done with or for organizations, might include policy proposals, wikis, editorials, letters to the editor, public blogs, facebook pages, etc. If you have any question about whether your writing is public or requires permission, consult with your English 121 teacher.

What is community engaged learning?
CEL provides a unique experience to connect coursework with engagement in and with the local community. Offered as an integral part of many University of Washington courses, CEL provides students an opportunity to reflect on their in-class learning in tandem with an on-going commitment to a local non-profit or community-based organization. CEL opportunities address concerns that are identified and articulated by community partner organizations. CEL combines community-based service with structured preparation and reflection opportunities.

The Community Engagement & Leadership Education (CELE) Center coordinates CEL opportunities for undergraduate students and is a resource as you connect to community-based opportunities.

Commitment expectations
Students are invited (but not required) to find a role within the CEL opportunities available at Compass Housing Alliance (via expo or in conversation with me) and commit from the second week of the quarter through the last week of classes. Whether or not you commit to an "on site" role, you will still be participating in CEL in the second assignment sequence of our class. CEL is seen as an essential "text" of your class – you are expected to regularly engage with, reflect on, and integrate the CEL into your classroom experience through structured classroom reflection and assignments.

How do I select a CEL position?
Instructions for reviewing a list of CEL opportunities matched with this course will be presented during the first day of classes. Registration for a CEL position takes place online on Expo. Please check the CELE web site for the specific date and time registration will open for this class. Most courses will register for service-learning positions during the latter half of the first week of classes.

CEL Orientations
All students who enroll at CHA are expected to complete an orientation as soon as possible after registering. As soon as you register for your position online and receive a confirmation email from CELE, contact CHA by phone and email to either 1) confirm your attendance at an already scheduled orientation or 2) to schedule an orientation if no specific date/time was listed in your

position description. Ideally, orientations should occur during the second week of the quarter and no later than the third week.

Course Assignments and Assessment

Portfolio (70% of Course Grade)
After working through the two main assignment sequences, you will have the chance to revise significantly one (or both) of the major papers using feedback generated from my comments, peer review sessions, and writing conferences. Toward the end of the course, you will be asked to compile and submit a portfolio of your work along with a critical reflection. The portfolio will include the following: **1 major paper, 2 of the shorter assignments, and a critical reflection that explains how the selected portfolio demonstrates the four outcomes for the course. In addition to the materials you select as the basis for your portfolio grade, your portfolio must include all of the sequence-related writing you were assigned in the course (both major papers and all the shorter assignments from both sequences).** A portfolio that does not include all the above will be considered "Incomplete" and will earn a grade of 0.0-0.9. The grade for complete portfolios will be based on the extent to which the pieces you select demonstrate the course outcomes. The portfolio will be worth 70% of your final grade.

Participation (30% of Course Grade)
Student grades for participation will be determined by the quality and consistency of active participation in the following areas:

10%
- **Completion of Homework, Assignments, and Readings:** All assigned homework, writing assignments, and readings should be completed on time.

10%
- **Peer Review:** Throughout the semester, students will exchange work for peer review in order to refine their understanding of revision, advanced research methodologies and the conventions of academic discourse.
- **Conferences:** We will meet in 1:1 conferences once this quarter. Attendance is mandatory.

10%

- **Attendance:** Attendance will be kept for all in-person class meetings. Attendance includes punctuality and responsibility for course note taking.

- **Small-group and Class Discussion:** Small-group work and class discussion are integral to this course.
- **Eagerness to Engage** (participating in class, alertness, no disrespectful use of phone and/or laptop, answering thoughtfully, etc.)**: You are responsible for the energy you bring into the classroom.** The energy you bring (positive or negative) impacts the energy of your instructor, classmates, and the entire classroom, *not just yourself*. Please be mindful of this and make every effort before and during each class session to be alert, well-rested, respectful, ready to participate and open to learn and engage with course lessons and materials. Together, we can create a positive learning experience for all.

Class Groups

You have all been sorted into one of four discussion groups: Red, Green, Blue, or Yellow. Your designated color will determine which weeks you are responsible for taking class notes on a shared google doc.

Red Group

Lauren C.

Natali C.

Aakanksha D.

Connor D.

Ashley E.

Svea H.

Green Group

Holly H.

Irene H.

Ella I.

Alice I.

Ryan M.

Renusree C.

Blue Group

Chloe R.

Eric R.

Ava S.

Deepayan S.

Kaden S.

Olivia S.

Anika S.
Khushi T.
Kyndal W.
Sophia X.
Wenji Z.

Attendance Policy

Your regular attendance for our class meetings are required and will influence your participation grade. If you cannot attend synchronous sessions please send me an email. During these chaotic times, it is certain that things will come up, so it is always a good idea to let me know in advance via email if you will be missing class or a meeting. Considering the circumstances, I will more than likely work with you. That said, if you miss a meeting, it is your responsibility to get the assignments, class notes, and course changes from a classmate. If you miss class on a day that written work is due, you still must turn your work in on time.

Conferences

You are required to meet with me once during the quarter in conferences to discuss your work. This conference will give you the opportunity to get feedback about your papers/projects and to express any concerns, questions, or suggestions you might have about the course or the assignments. This conference is mandatory and, if missed, will affect your participation grade. I will provide you with a sign-up sheet.

Office Hours

I will be holding office hours on Zoom every week on Tuesdays from 9:00 am-11:00 am and by appointment. On Canvas, there is a google document titled ["Office Hours Sign-Up"](#) in which you can sign up for a time slot (or multiple time slots if needed). If you need to meet outside of the allotted times, just send me an email and we can schedule a meeting that works. Students may use my personal Zoom ID to join the meeting: 951-619-0715. Please plan to join exactly at but not before your scheduled time as some meetings may go over time a bit. You will join by going to zoom and selecting "Join a Meeting," there you will enter my personal ID. All times are PST/Seattle's time zone. For students who are not in Seattle, please plan accordingly. I will also be *extra* available during those times over email if you have questions that can be sorted there.

Late Work

All assignments are due before our scheduled class time (10:30 am) on the date listed on the syllabus calendar unless otherwise specified. **Assignments that are submitted on google docs or on other applications with privacy settings that don't allow for my viewing will be considered late.** I will not give written feedback on any assignments that are turned in late. This

feedback is invaluable when it comes to your revisions and final portfolio. You will still need to complete late work, as your portfolio must include all assignments in order for it to receive a passing grade. Consistently turning in late work will make successful completion of the portfolio nearly impossible.

Email
It is the student's responsibility to be available for e-mail communication via **uw.edu** address. Over the course of the quarter I will be using google docs which will be limited access to uw.edu emails. If you cannot access the doc, you likely are not signed in with your UW email. Please check this first, before emailing me. Students are expected to check their UW email accounts regularly. As we continue to navigate changing circumstances, this is really important and it is your responsibility to stay up to date with emailed information. Keep in mind that I will make every effort to answer your question in a prompt manner, but I will not answer emails over the weekend, after/before normal business hours (8 am-5 pm), or very close to an assignment deadline. When emailing me, please be respectful, polite, and efficient. You may address me as "Alex" — please do not use Miss Meany, Ms. Meany, or Mrs. Meany.

Classroom Safety
Students are required to follow the University's COVID-19 Face Covering Policy at all times when on-site at the University, including any posted requirements in specific buildings or spaces. If a student refuses to comply with the policy, the student can be sent home (to an on or off-campus residence) or I will cancel class. Student Conduct offices are available for consultations on potential violations of student conduct if needed. University personnel who have concerns that a student or group of students are not complying with this policy should speak with their supervisor, a representative of the academic unit, or report it to the Environmental Health & Safety Department.
This class is conducted in person. Therefore, unless you meet the criteria for an accommodation from Disability Resources for Students (DRS) or other special arrangement approved by the instructor that allows you to take the course remotely you should only register for this class if you can attend in-person.

Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.

All UW students are expected to complete their vaccine attestation before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill, have been

exposed to COVID-19, or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or campus policy, you are responsible for notifying your instructors as soon as possible by email. If you have a known exposure to COVID-19 or receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S).

All UW community members are required to notify EH&S immediately after:
- Receiving a positive test for COVID-19
- Being told by your doctor that they suspect you have COVID-19
- Learning that you have been in close contact with someone who tested positive for COVID-19

You can notify the COVID-19 Response and Prevention Team by emailing covidehc@uw.edu or calling 206-616-3344.

Writing Resources
I encourage you to take advantage of the following writing resources available to you:
The Odegaard Writing and Research Center (OWRC) offers free, one-to-one, 45-minute tutoring sessions for undergraduate, graduate, and professional writers in all fields at the UW. We will work with writers on any writing or research project, as well as personal projects such as applications or personal statements. Our tutors and librarians collaborate with writers at any stage of the writing and research process, from brainstorming and identifying sources to drafting and making final revisions. For more information or to schedule an appointment, please see our website (https://depts.washington.edu/owrc), or come visit us in person on the first floor of Odegaard Undergraduate Library.

The CLUE Writing Center offers free one-on-one tutoring and workshops, and is open from 7 p.m. to 11 p.m., Sunday to Thursday in Mary Gates Hall, throughout the regular school year (Fall, Winter, and Spring quarters). It's first come, first served — so arrive early and be prepared to wait if necessary! CLUE also offers tutoring on a range of other subjects, including math, science, and so on.

Academic Integrity
Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing--as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Complaints

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the following Expository Writing Program staff in Padelford A-11: Director Candice Rai, (206) 543-2190 or crai@uw.edu or Assistant Directors Nanya Jhingran, nanyaj@uw.edu; Sara Lovett, slovett@uw.edu; or TJ Walker, tjwalker@uw.edu. If, after speaking with the Director or Assistant Directors of the EWP, you are still not satisfied with the response you receive, you may contact Acting English Department Chair Anis Bawarshi; bawarshi@uw.edu, (206) 543-2690.

Accommodations
If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials. More information about accommodation may be found at http://www.washington.edu/students/drs/.

Campus Safety
Preventing violence is everyone's responsibility. If you're concerned, tell someone.

- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at www.washington.edu/alert.

For more information visit the SafeCampus website at www.washington.edu/safecampus.

EWP Statement on Anti-Racist and Anti-Discriminatory Writing Pedagogy and Classroom Practices
DRAFTED Spring 2018 to be revised & finalized in Fall 2018
Our Beliefs
We in the Expository Writing Program believe in teaching writing as social action and ethical communication. In our role as educators, we are committed to better understanding and working against the various forms of systemic discrimination (racism, sexism, ableism, classism, and so on) that underscore the social conditions of teaching, learning, and living that we, our students, and others experience in the university, in our social institutions, and in our everyday lives.

Rather than simply a matter of individual biases or prejudices, we believe that racism and other forms discrimination are pervasive and built into our educational, economic, and political systems. Racism and other forms of discrimination are collective ongoing problems that concern all of us, that we all participate in perpetuating often unconsciously and unintentionally, and that require us to work together to undermine with empathy, care, and intention.

Our Vision & Practice
In teaching writing as social and ethical literacy, we are committed to developing anti-racist, anti-discriminatory pedagogical frameworks in our writing program and policies, in our teaching preparation and mentoring efforts, and in our curriculum and classroom practices. Anti-racist pedagogical frameworks, as we understand them, are intersectional, which means that they examine the different forms of intersectional experiences of race, class, gender, and other social, political, and cultural identities and experiences that may manifest in texts that we read and write, in student and teachers' experiences, and in classroom and broader social dynamics. We seek to support our students and instructors through anti-racist and anti-discriminatory pedagogies that:

- contextualize writing as a social practice and that help students examine how writing might be practiced as ethical, empowering, and self-reflexive literacy;

- engage in reading and writing curricula that honor both mainstream voices, knowledges, and experiences and those from marginalized traditions

- explore the relationships among writing, language, power, and social identities such as race, class, gender, sexuality, ability, mobility, faith/religion and citizenship;

- create writing occasions through assignment design that invite students to practice their fluid language and literacy repertoires for different audiences, contexts, media, and situations with varying stakes;

- develop writing assessment criteria for grading, peer-reviews, and students' self-assessment that emphasizes writers' language choices and rhetorical effectiveness based on the writing occasion, genre, purpose, and audience rather than strictly on monolingual and dominant academic English norms and standards of correctness;

- nurture classroom learning environments in which students and teachers are committed to engaging in productive dialogue—even through uncomfortable moments—on issues of equity, justice, difference, and power as they manifest in class readings, writing, discussion, and more broadly;

- draw on and practice embodied, multiple, and vernacular knowledges, for example, by integrating lived experiences and library/academic research that complicate the notions of objectivity and neutrality in academic research;

- practice ongoing metacognition and self-reflexivity with regards to our own teaching philosophies, classroom practices, and positionality to help create more equitable classrooms and curricula.

Our statement on anti-racist writing pedagogy and classroom practices has been inspired by the following publications and documents:

UW Tacoma Writing Center's Statement on antiracist & social justice
UW Public Health Program's Commitment to Anti-Racism
CCCC Position Statement on Language, Power, and Action
CCCC Statement on Students' Right to Their Own Language
CCCC Statement on National Language Policy

Tentative Course Calendar
This is a rough outline of the quarter which contains some of the key dates to remember (holidays, major assignments, etc.) This calendar is, of course, subject to change (especially considering the pandemic) but you should consider it to be accurate unless I inform you otherwise.

WEEK 0	In-class activities	Homework (to be completed before next class)
W 9/29 PAB B109	**First Day of Instruction** Syllabus Introductions Guidelines for Short Assignment 1: Geoprofile Visit from CELE	Review syllabus and course Expo page Listen to the You're Wrong About episode "Homelessness" Work on SA 1
WEEK 1		
M 10/4 Remote	**Class is "Remote" Today** SA 1: Geoprofile due by 10:30 am Before Wednesday you need to: 1. Listen to Podcast 2. Complete Discussion post	Listen to "Unpleasant Design" by 99% Invisible and "Right to Roam" by 99% Invisible

	"You're Wrong About" by Wednesday at 10:30 am	
W 10/7 PAB B109	Discuss Podcasts Introduce SA 2 Red Group takes notes	Work on SA 2 [Listen to "The Containment Plan" by 99% Invisible](#)
WEEK 2		
M 10/11 MGH 074	No Class — University Holiday	
W 10/13 PAB B109	Class on Zoom today!! https://washington.zoom.us/j/9516190715 SA 2: Unpleasant Design + Right to Roam due at 10:30 am Introduce MP 1: Comparative Analysis Film Review Begin *Nomadland* Blue Group takes notes	Finish watching *Nomadland* (2020) (available on Hulu and for remote viewing on Zoom date tba)
WEEK 3		
M 10/18 MGH 074	Discuss *Nomadland* Introduce Seattle is Dying & Katherine McKittrick Green Group Takes Notes	Watch [Seattle Is Dying](#) (2019) Read Katherine McKittrick, "On plantations, prisons, and a black sense of place" (2011) On Canvas under "Class Materials" Work on "zero draft"

W 10/20 PAB B109	Discuss *Seattle is Dying* and Katherine McKittrick reading Yellow group takes notes MP 1: "Zero Draft" Due Workshop	Listen to "Stranger Danger" S1 E6 of In The Dark Look at The Marshall Project: Banished https://www.themarshallproject.org/2018/10/03/banished
WEEK 4		
M 10/25 MGH 074	Discuss "Stranger Danger" and The Marshall Project Red group takes notes	Read "Introduction" and Chapter One of *Banished: The New Social Control in Urban America* (2009) on Canvas under "Class Materials"
W 10/27 PAB B109	MP 1: Comparative Analysis Film Review due at 10:30 am Discuss *Banished* Mid-quarter participation self-assessment Blue Group takes notes	Read Chapter Two of *Banished: The New Social Control in Urban America* On Canvas under "Class Materials" (2009)
WEEK 5		
M 11/1 MGH 074	Introduce SA3: Compass Housing Alliance (CHA) Timeline data Jennifer from CHA visits class Green Group takes notes	Read Chapters 1 and 2 from *Are Prisons Obsolete?* By Angela Davis
W 11/3 PAB B109	Library and Research Session	
WEEK 6		
M 11/8	SA 3: CHA Timeline data due at 10:30 am Introduce SA 4: Proposal and MP 2	Work on Proposal

	Sign-up for Conferences Yellow group takes notes	
W 11/10	Research Exploration Exercise Thesis Statement Lesson	
WEEK 7		
M 11/15 MGH 074	No Class - Conferences Proposal Due	
W 11/17 PAB B109	No Class - Conferences	
WEEK 8		
M 11/22 MGH 074	MP 2: Persuasive Research Project Draft 1 due to Canvas by 10:30 am Peer Review	Work on MP 2
W 11/24 PAB B109	Discussion post to be completed on Canvas - NO in-person class - NO Zoom session	Work on MP 2
WEEK 9		
M 11/29	MP 2 Persuasive Research Project due to Canvas by 10:30 am Portfolio Guidelines Outcomes Workshop EVERYBODY take notes!!	Work on Portfolio
W 12/1	Portfolio Planning Session Participation Self-Assessment Course Evaluations	Work on Portfolio
WEEK 10		
M 12/6	Participation Self-Assessment due	Work on Portfolio

	on Canvas by 10:30 am No Class — EXTENDED OFFICE HOURS	
W 12/8	No Class — EXTENDED OFFICE HOURS	Work on Portfolio

Final Portfolio Due: Friday, December 17th 2021 by 11:59 pm