

San José State University
Child and Adolescent Development
ChAD 196 (1), Fall 2020
Social Media and Social Issues: Making a Difference through Civic Engagement

Course and Contact Information

Instructor: Ellen Middaugh, Ph.D.
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Office Hours: Tuesdays 2-3pm or Wednesdays 1-2:30 pm by Zoom or telephone. You can sign up for an appointment [here](#). Please email me if you would like a different time.

Class Days/Time: Wednesdays 10:30-11:45 AM
Classroom: Join class using this [Zoom link](#), Password 3n505s

Course Description

In this course, students will explore the impact of social media (“forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content,” [Merriam-Webster](#)) on youths’ ability to learn about, discuss, and act on social issues that matter to them. Students will analyze online dialogue about pressing social issues, learn about promising strategies developed by activists and educators, and develop and practice techniques for using social media to raise awareness about and discuss social issues. All software used is publically available or provided with SJSU registration.

Course Format

Technology Intensive, Hybrid, and Online Courses

This course will be offered in a hybrid delivery format in which students will attend class synchronously one day per week (1 hour 15 minute session) by Zoom and complete remaining instructional activities and discussions online in lieu of a second face-to-face meeting. Course participation requires access to a computer that connects to the internet. Students will be using the Piazza Discussion Board (embedded in Canvas), Google Docs and Google Sites (provided as part of their SJSU account), Youth Voices Academic Social Network Site, and popular social media platforms such as Twitter, Instagram, TikTok, and YouTube. Students will be required to use their SJSU email accounts when signing on to Youth Voices.

Respect for Diversity

In my teaching, I strive to create a learning environment that is inclusive and respectful of students’ diverse backgrounds including but not limited to gender identity, sexual orientation, ethnicity, race, age, religion, political perspective, socioeconomic status, nationality, documentation status, physical ability and learning differences. Occasionally, I will seek feedback regarding the effectiveness of this course in this aspect. Your suggestions are at all times encouraged and appreciated.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. Students are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Program Information

[Mission of the Department of Child and Adolescent Development](#)

[Student Learning Outcomes: BA in Child and Adolescent Development](#)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Describe recent theoretical arguments and empirical evidence regarding the impact of social media on adolescent and young adult civic development. (Assignment 1, Final Portfolio and Presentation of Learning)
2. Use frameworks of participatory and deliberative democracy to analyze when and how productive dialogue occurs through social media. (Assignment 2, Final Portfolio and Presentation of Learning)
3. Critically reflect on their own use of discourse and its impact on others in online settings. (Assignment 2, Final Portfolio and Presentation of Learning)
4. Engage in exploration and expression of public voice on personally relevant civic issues. (Assignment 3, Final Portfolio and Presentation of Learning)
5. Practice communication competence through social media, including how to respond to destructive language or behavior online. (Assignments 1, 3 & , Final Portfolio and Presentation of Learning)

Program Learning Outcomes (PLO)

This course addresses the following ChAD BA Program Learning Outcomes

(PLO 2) Describe and evaluate different contextual perspectives that affect the growth and socialization experiences of children and adolescents. (Assignment 1, Final Portfolio and Presentation of Learning)

(PLO 3) Identify and describe recognized ways to apply research, theory and problem-solving skills to address social policy, education, intervention, and practical situations. (Assignment 2, Final Portfolio and Presentation of Learning)

(PLO 4) Differentiate between sources of information (research, professional, and popular) and evaluate the credibility and validity of each type of information source. (Assignment #1)

Required Texts/Readings

Readings will consist of a selection of peer-reviewed journal articles and academic book chapters as well as social media posts and newspaper articles. These readings are listed by topic in the course schedule and will be made available via Canvas.

Other technology requirements / equipment / material

Students will need access to a computer or laptop that connects to the internet and has the capacity to play video and audio to participate in this class. Students who need access to a laptop or tablet or need improved internet connections should contact the course instructor for assistance accessing university resources.

Library Liaison

For help with library resources and library research (including use of databases and online research materials – such as journal search engines) students are strongly encouraged to contact the Child and Adolescent Library Annina Wyss-Lockner annina.wyss-lockner@sjsu.edu

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Semester-Long Portfolio Project (75 Points)

Throughout the semester, students will develop an e-portfolio related to a social issue that is important to them. On non-class meeting days, students will work individually or in pairs to complete components of the portfolio. Major assignments will be done individually, synthesizing information completed by groups and organizing this information into a professional looking e-portfolio using Canvas Portfolium. The ePortfolio will be used to organize information across the semester to enable students to draw conclusions about the competencies needed for effective online civic dialogue and engagement, the benefits and risks of such engagement, and the implications for supporting the development of youth communication competence and civic identity. Additionally, these portfolio elements may also be used by students in future settings (e.g. with employers) to illustrate their own communication and presentation skills using social media.

Assignment 1. Define Your Issue (25 Points) During weeks 1-3, students will work in pairs to identify an issue that impacts adolescents and young adults (e.g. college tuition, immigration, Title IX, youth employment, housing costs, COVID, racial equality, etc.) to find and crowdsource information about the issue and its relevance for youth development, and to evaluate the main arguments being presented on social media about the issue. In Assignment 1, students will use the resources gathered, their group discussions, and course materials to create a summary of the issue that will include a) why this is an important civic issue for youth, b) which youth are most impacted by the issue and how, c) a comparison of how much attention this issue gets on social media vs. institutional sources (newspapers or academic organizations), d) a description of the main arguments presented on social media. Students will create an Instagram Story that conveys A-D using a combination of Video, Images and Text, with links to relevant academic sources added (in the bio as is typical for the Instagram Genre). Stories will be Archived and submitted by link to Canvas. (CLOs 1, 5; PLOs, 2,4)

Assignment 2. Applying Concepts and Analyzing Discourse (25 Points). During weeks 5 through 10, students will work in groups to find and analyze examples of online discourse about their shared topic through different social media platforms using the frameworks shared in class. Students will also practice engaging in dialogue with people they disagree with through social media on this topic. In Assignment 2, students will use the examples shared by their group and in class along with course materials to create a blog post (like those seen on [Medium](https://medium.com)) identifying common challenges to online dialogue (using examples from at least 3 social network sites), identifying examples of positive

dialogue, and making recommendations for users who want to engage in productive dialogue. (CLOs 2,3; PLO 3)

Assignment 3. Social Media Strategy (25 Points). During weeks 11 through 15, students will engage in analysis of social media influencers and activists to examine the strategies they use to call attention to issues, to develop a strategy for raising awareness about their particular issue, and to experiment with and reflect on implementing this strategy. In Assignment 3, students will create a Vlog to submit to the course private YouTube channel describing a) the issue they chose and why they believe this to be an important issue (referencing evidence about impact on youth development), b) the strategy they used to raise awareness of this issue, c) their experience reaching and engaging with an audience--what worked and what didn't work, and d) their recommendations for future social media strategies that may be useful in raising issues that have an impact on youth development. (CLOs 4, 5)

Participation Assignments (35 Points). Throughout the semester, students will complete group activities and reflections to contribute to their ePortfolios, reflections designed to enhance their understanding of course concepts and drafts or proposals for assignments to encourage asking for peer and instructor feedback. There will be a total of 8 activities. Students must complete 5/8 to receive full credit for participation. Each participation assignment will be worth 7 points each.

Final Evaluation -- Final Portfolio & Presentation of Learning (40 Points)

The final evaluation will consist of a presentation of learning in which students will critically analyze a) the elements of communication competence needed for civic dialogue and engagement through social media, b) the features of high quality online civic dialogue and strategies for encouraging these features, c) the benefits and risks associated with online civic dialogue and engagement, and d) the implications of these lessons learned (in a-c) for supporting adolescents' development of communication competence and civic identity. Students will draw on and refer to their ePortfolios to illustrate these points.

This culminating assignment will be graded based on (I) Portfolio Quality, which includes attention to revising and improving portfolio components developed in assignments 1-3 based on instructor feedback, organization of portfolio elements into an effective structure for a professional audience, clarity and effectiveness of writing/images/video; and (II) Presentation Quality, which includes quality of the synthesis of course concepts used for each presentation component as well as clarity, coherence and level of preparation for the presentation. (CLOs 1-5, PLOs 2, 3)

Grading Information

Determination of Grades

Grades will be determined by adding points across each assignment listed below as a percentage of the total. Late assignments will be reduced by 5% for each day late, including weekends. Extra credit opportunities may be offered to the class, but will not be offered on an individual basis.

	Points	Percent of Total
Assignment 1	25	16.7%
Assignment 2	25	16.7%
Assignment 3	25	16.7%

Participation	35	23.3%
Final Portfolio & Presentation of Learning	40	26.7%
Total	150	100%

Grade	Points	Percentage
A plus	145-150	97 to 100%
A	139-144	93 to 96%
A minus	135-138	90 to 92%
B plus	130 to 134	87 to 89 %
B	124 to 129	83 to 86%
B minus	120 to 123	80 to 82%
C plus	115 to 119	77 to 79%
C	109 to 114	73 to 76%
C minus	105 to 108	70 to 72%
D plus	100 to 104	67 to 69%
D	94 to 99	63 to 66%
D minus	90-93	60 to 62%

Classroom Protocol

During class meetings, students are expected to arrive on time and participate in small and large group discussions. All readings are to be completed prior to class to ensure that students can participate fully in class discussions and activities. Due to the hybrid nature of the course, participation in online discussions is an important part of the learning experiences. Students are expected to post their reflections, questions and comments to others in a timely fashion and to be conscious of using constructive language when commenting on peers' work. Additionally, this course will use group activities in which students each bring an important component to the online group discussion which will be used by all group members. In that spirit, it is important to let your group mates know if you have unavoidable delays in contributing to group documents and discussions.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at

<http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit this page, review and be familiar with these university policies and resources.

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Course Schedule

Course Topics, Readings/Materials, and Major Assignment Due Dates are listed below. Please note that class sessions marked with an asterisk (*) will be held synchronously by Zoom. Readings for that day must be completed prior to class. All other class sessions will include online instruction and activities. This schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Due
1*	8/19	Topic: Course Introduction <ul style="list-style-type: none">Watch/Read:<ul style="list-style-type: none">Course SyllabusVideo Introduction	Introduce yourself on the Welcome Thread (by 8/24) and comment on two others (by 8/25).
Part I (Module 1): Defining and Investigating Social Issues			
2*	8/26	Topic: Youth Civic Engagement <p>Central Question: What is civic engagement and why does it matter for youth development?</p> <ul style="list-style-type: none">Defining civic engagementExploring deliberative democracyFinding your civic identityConfronting cynicism in civic life <p>Read/Watch/Listen:</p> <ul style="list-style-type: none">Watts, R.J. & Flanagan, C. (2007). Pushing the envelope on youth civic engagement: A developmental and liberation psychology perspective. <i>Journal of Community Psychology</i>, 784-788.Adler, R. & Goggin, J. (2005). What do we mean by civic engagement? <i>Journal of Transformative Education</i>, 3(3), 236-10.Lipton, S. (2020). Thinking together: The power of deliberative dialogue.	<p>In class discussion</p> <p>Where are you in your own civic identity development?</p> <p>What forms of civic engagement noted in Adler do you find meaningful? What's missing?</p> <p>Why should we bother to talk to people we disagree with?</p>
		LABOR DAY WEEKEND	
2	Flex	Explore & Investigate <ul style="list-style-type: none">With your partner, search for information on your topic of shared interest from 3 different sources:<ul style="list-style-type: none">One online newspaper (e.g. Mercury News, USA Today, NY Times, Washington Post, WallStreet Journal, etc.)One social media site (YouTube, Twitter, Facebook, Instagram, TikTok, Snapchat, etc.)One website regulated by the government or an educational institution (CDC, etc.)Add your links and a brief description of what you found to the class Piazza folder (see Reflection #1)Add your comments to the Piazza Group Chat.	Reflection #1 + Comments in Piazza group chat

Week	Date	Topics, Readings, Assignments, Deadlines	Due
3*	9/2	<p>Topic: Civic Engagement in the Digital Age Central Question: How do the internet and social media change the way we practice civic engagement?</p> <ul style="list-style-type: none"> • New versions of old practices--investigation, dialogue, public voice, and mobilization • Emerging Trends--Leaderless movements, #activism, trolling • Opportunities for youth and benefits of civic engagement through social media for positive youth development. • Discuss benefits and risks of online engagement. <p>Potential Reading(s)</p> <ul style="list-style-type: none"> • Soep, L. (2014). <i>Participatory politics: Next generation tactics to remake public spheres</i>. Cambridge: MIT Press., p. 1-3 & 9-14 • Jackson, S., Bailey, M. & Foucault Welles (2020). #HashtagActivism: Networks of Race & Gender Justice. Chapter 5, From #Ferguson to #FalconHeights: The Networked Case for Black Lives, pp. 123-152. 	<p>In class activity:</p> <p>Add to class map of Jackson et al and how the Black Lives Matter movement has emerged over the last 6 years and discuss the role of Twitter in sustaining the movement.</p>
3	Flex	<p>Explore & Investigate</p> <ul style="list-style-type: none"> • How is BLM being represented on Twitter, TikTok, Instagram, Reddit? • Pick another issue...how is your issue being represented? • Compare and contrast. • Add your summary to your group's Piazza folder completing Reflection #2. 	Reflection #2
4*	9/9	<p>Topic: Investigating Civic Issues on Social Media Central Question: How do we learn about civic issues on social media?</p> <p>Read/Watch/Listen:</p> <ul style="list-style-type: none"> • Marchi, R. (2017). News Translators: Latino immigrant youth, social media, and citizenship training. <i>Journalism and Mass Communication Quarterly</i>. 94(1), 189-212. • Understanding the challenge of "fake news" <ul style="list-style-type: none"> ◦ Noble, S.U. (2018). Algorithms of Oppression. 3 minute video. ◦ Kiely, E. & Robertson, L. (2016). How to spot fake news. Factcheck.org. 	<p>In class discussion:</p> <p>How does social media help increase access to information?</p> <p>Why is it so hard to spot fake news?</p> <p>What are some strategies that help?</p>
4	Flex	<p>Consolidate & Synthesize</p> <ul style="list-style-type: none"> • Review your pair's shared documents, your personal reflections, course readings and discussions • Submit a draft of Assignment #1 along with specific requests for clarification/help in completing Assignment #1. 	Draft Assignment #1
Week	Date	Topics, Readings, Assignments, Deadlines	Due

Part II. (Module 2) Civic Dialogue: Discussing Social Issues			
5*	9/16	<p>Topic: Establishing the aims of deliberative dialogue</p> <p>Central Question: What is the role of dialogue in deliberative democracy?</p> <ul style="list-style-type: none"> Goals of dialogue in deliberative democracy How goals affect the quality and the process of dialogue <p>Read:</p> <ul style="list-style-type: none"> McCoy, M. L., & Scully, P. L. (2002). Deliberative dialogue to expand civic engagement: What kind of talk does democracy need? <i>National Civic Review</i>, 91(2), 117-135. 	<p><i>In class discussion:</i></p> <p><i>Looking at the Aims of Dialogue framework, we will compare different examples of dialogue on social media and discuss what the participants are most likely to accomplish.</i></p>
5	Flex	<p>Explore & Investigate</p> <ul style="list-style-type: none"> Observe whether/how people talk about social issues in your daily life <ul style="list-style-type: none"> Do your friends/ family bring up social issues? Do people respond and agree or disagree? Describe. If people do NOT bring up issues, why do you think this is the case? Pick the social media site that you most frequently use and repeat. Add your comments to the course Piazza chat. 	Assignment #1: Define your Issue
6*	9/23	<p>Topic: Barriers to Constructive Dialogue</p> <p>Central Question: How do bias, misinformation and outrage undermine productive dialogue?</p> <ul style="list-style-type: none"> Barriers to constructive dialogue. Develop norms and practices for responding to destructive online behavior. <p>Read:</p> <ul style="list-style-type: none"> The Curious Learner (2019, August 26). Fake News & Cognitive Biases. [Blog Post] Retrieved from https://medium.com/discourse/fake-news-cognitive-biases-1-f05491b6d24c Maise (2004) Limiting escalation/De-escalation. https://www.beyondintractability.org/essay/limiting_escalation Inclusive Teaching at University of Michigan (n.d.) Responding to common dialogue blockers. Retrieved from https://sites.lsa.umich.edu/inclusive-teaching/inclusive-classrooms/dialogue-blockers/ 	
Week	Date	Topics, Readings, Assignments	Due
6	Flex	Explore and Investigate	Reflection #3

		<ul style="list-style-type: none"> Search on social media on your issue and find examples of posts that have a substantial number of replies. Take note: <ul style="list-style-type: none"> Find examples of cognitive bias Find example escalation...what happened? Using the "responding to common dialogue blockers" what are some possible responses you could make and why? Share links to each of the above with your partner 	
7*	9/30	<p>Topic: Dialogue on Twitter</p> <p>Central Question: How do people use Twitter, with the limit on characters, to engage in dialogue on important issues?</p> <p>Potential Readings</p> <ul style="list-style-type: none"> Chen, A. (2015, Nov. 15). Unfollow: How a prized daughter of the Westboro Baptist church came to question it's beliefs. <i>New Yorker</i>. Hawthorne et al (2014). Live-tweeting a presidential primary debate: Exploring new political conversations. <i>Social Science Computer Review</i>. 31(5) 552-562 	<p>In class discussion:</p> <p>What is Twitter useful for? What are the limitations of Twitter? How is Twitter influencing the election?</p>
7	Flex	<p>Explore and Investigate</p> <ul style="list-style-type: none"> On the evening of 9/29, there will be a Presidential Debate. Using a relevant hashtag (e.g. #) and Tweetdeck, choose two different geographic areas (one liberal, one conservative) and search for tweets within a small period of time during the debate. Complete Reflection #4 and add it to the course Piazza chat. 	Reflection #4
8*	10/7	<p>Topic: Promoting Constructive Dialogue</p> <p>Central Question: What ground rules, norms, and practices contribute to ethical and effective dialogue?</p> <p>Potential readings:</p> <ul style="list-style-type: none"> Makau & Marty (2013). Chapter 5: Dialogic Skills and Sensibilities. 	<p>In class discussion:</p> <p>When we are on social media, how do we show openness? How do we detect openness? How do we demonstrate attentive listening?</p>
8	Flex	<ul style="list-style-type: none"> You will be assigned to review social media threads where people engage in dialogue across disagreement--one from Youth Voices (an academic social network site), one from Twitter, and one from Reddit. Using the readings from the previous class, you will discuss on Piazza a) whether you see participants using any of the skills and strategies used, and b) make recommendations about how you would structure your comments to effectively engage with the participants 	Reflection #5
Week	Date	Topics, Readings, Assignments, Deadlines	Due
9*	10/14	<p>Topic: Skills of productive dialogue online</p> <p>Central Question: How do I engage effectively across differences?</p> <ul style="list-style-type: none"> Opening up space for dialogue 	I

		<ul style="list-style-type: none"> • The skills of listening and understanding • Engaging across differences <p>Read/Watch/Listen:</p> <ul style="list-style-type: none"> • Makau & Marty (2013). Chapter 6: Listening • Out of Eden Dialogue Toolkit • Sloan, C. (2016, Oct. 3) Comment as genre. [Video] 	
9	Flex	Explore and Investigate <ul style="list-style-type: none"> • Read through threads on your topic on a platform of your choice and look for examples of productive dialogue. • What evidence of constructive dialogue have you found? • What does it look like when participants open space for dialogue? Show empathy? Show accountability? • Do you see people using conversational moves from OOE dialogue toolkit? 	Draft Assignment #2 Due
10*	10/21	Topic: Addressing Opposing Views Central Question: How do I engage critically, and also productively, with opposing views? Potential Readings: <ul style="list-style-type: none"> • Makau & Marty (2013). Chapter 12: Evaluating deliberative arguments 	
10	Flex	Explore and Investigate <ul style="list-style-type: none"> • Pick the social media site and community you are most comfortable engaging with and experiment with engaging with people you disagree with about your social issue. You may do this by a) starting a post and using a # or @ to connect the post to people who disagree, or b) finding a thread where the original post is something you disagree with and adding a comment. You may want to experiment with trying different strategies--such as asking a question vs. making a claim or argument. • Reflect on your experience. Refer back to the goals we discussed in week 5. What were your goals and how did the experience match your goals? • Add a brief comment to the course Piazza summarizing your experience. 	Assignment #2 Due
Week	Date	Topics, Readings, Assignments, Deadlines	Due
Part III. (Module 3) Exercising Public Voice			

11*	10/28	Online Public Voice: Strategies Used by Activists. Central Question: What strategies facilitate effective communication for mobilizing attention to civic issues? <ul style="list-style-type: none"> • Pinon, N. (2019). How to ensure your online activism has an offline impact. <i>Mashable</i> interview with authors of #Activism. • Sweetland, J. & Shore, R. (n.d.). Reframing issues in the digital age: Using social media strategically. <i>Nonprofit Quarterly</i>. 	
11	Flex	Explore and Investigate <ul style="list-style-type: none"> • Choose a young activist/ social media influencer • Which social media platforms do these young activists use? (e.g. Instagram, Twitter, Facebook, Tiktok, etc.) • Which posts get the most responses? Least responses? • What strategies do they use to get others engaged? (@ someone, memes, emoji, questions, outrage language, responding to everyone, etc.) • Which platform and which strategies do you think will be most useful for you to use to raise awareness and engage in dialogue about your issue? 	Reflection #6
12*	11/4	Learning from Young Activists In class, we will discuss the role of media in the election and look at examples of young activists who have used social media to advocate for issues that matter to them.	Proposal for Assignment 3 Due
12	Flex	Engage & Experiment Start your social media dialogue (you will do this daily for the next 10 days). For each day, keep a log of what you posted, where & what time of day, what strategies you used, and what the responses were like.	Begin process for reflections 7 and 8.
13*	11/11	UNIVERSITY HOLLIDAY - NO CLASS MEETING	
13	Flex	Reflect Review your social media log for the past week. What patterns are you noticing? Which strategies seem to yield the most responses? When do you feel like you're having a real dialogue? What are the qualities of that dialogue? Add reflection #7 to the group Piazza chat & be sure to comment on and offer feedback to your colleagues.	Reflection #7
Week	Date	Topics, Readings, Assignments, Deadlines	Due
14*	11/18	Pooling Our Knowledge Central Question: What have we learned so far about the affordances and limitations of different social media platforms for dialogue? <ul style="list-style-type: none"> • How does platform influence the quality of dialogue? The types of issues discussed? • How does platform influence what kind of audience will engage (youth vs. older)? 	

		<ul style="list-style-type: none"> What are the benefits and drawbacks of different platforms for allowing youth to engage in a manner that maximizes positive developmental opportunities and minimizes risk? <p>In this class session, we will use a jigsaw format to pool our knowledge to create social media strategy recommendations by platform (e.g. which platforms fit with the issues being discussed in student projects, which platforms are best for discussion, which platforms connect to different kinds of audiences, which platforms are most youth friendly, etc.) This information will help you complete your draft of Assignment #3.</p>	
14	Flex	<p>Explore and Experiment:</p> <p>Using your notes and materials from the 11/17 class session, your group chats on Reflection #7 and your social media log, identify one new strategy that you can use to enhance your social media campaign and online dialogue. You will try this over the next 2 days.</p> <p>Complete Reflection #8 on why you are adopting this strategy and what you are hoping it will accomplish.</p>	Reflection #8
		University Holiday -- No Class Meeting	
15*	12/2	Meet for Presentation Prep	Assignment #3 Due
12/14 (9:45AM-12PM)		Final Presentations of Learning	