

ENGL 4553: Rhetorical Theory & Criticism

Spring 2022 | Midwestern State University | Dr. Coenen

Days	Time	Room
TR	1:00-02:20 PM	PY 100

Contact

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W 9-10AM; & by appointment
Email is the best way to contact me.

Course Goals

- Acquire understanding of traditional and contemporary rhetorical theory, criticism, and its applications;
- Acquire a deeper understanding of feminist rhetoric, including primary and secondary sources, theories, and methodologies;
- Hone research methods and skills and follow the MLA style guide;
- Gain experience in applying rhetorical theory in a relevant, original project and presenting research to peers.
- Additional information about course objectives can be found here: msutexas.edu/academics/libarts/english/index.php

Course Materials

Required Texts:

- **HTR** - Herrick, James A. *The History and Theory of Rhetoric*, 6th ed. Routledge, 2018
- **RC** – Foss, Sonja. *Rhetorical Criticism: Exploration & Practice*, 5th ed. Waveland, 2018.

Recommended Texts:

- **CPR** – Foss, Foss, & Trapp. *Contemporary Perspectives on Rhetoric*, 3rd ed. Waveland, 2002.
- **AM** – Ritchie, Joy, & Kate Ronald, eds. *Available Means: An Anthology of Women's Rhetoric(s)*. U Pittsburgh, 2001.
- **TBC** - Moraga, Cherríe, & Gloria Anzaldúa, eds. *This Bridge Called My Back: Writings By Radical Women of Color*. SUNY, 2015.

Other Resources:

- Access to D2L to receive messages and news and submit assignments.
- A Gmail account (like MSUTexas account) to access additional readings and collaborate with classmates.
- Regular computer and internet access
- Access to Microsoft Office Suite or Google Suite (Pages & Word Perfect will not work). You may use the free Microsoft Online through MSU Portal.

Course Overview

This class will overview the history of rhetoric, introduce a range of theories and methodologies in rhetorical studies, and apply concepts and methods from contemporary rhetorical studies. We'll explore the diverse range of contemporary applications of critical rhetorical theories, to understand the significance of observing and learning from the rhetorical practices and philosophies of a variety of communities and identities.

“You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb “to claim” is: to take as the rightful owner; to assert in the face of possible contradiction. “To receive” is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon”

--Adrienne Rich

Grades

Major Tasks		Points	Grade Scheme	
Discussion Leader (DL)	100 x 2 DLs	200	Letter	Numerical
Resource Response (RR)	50 x 4 RRs	200	A	895-100
CHOICE Proposal		100	B	795-894
CHOICE Project		200	C	695-794
CHOICE Presentation		100	D	595-694
Labor Log (See p. 6)		150	F	0-594
Labor Log Reflection		50		
Total		X/1000		

Grade Policy

Through contract grading in this course, the default grade is a B. If you do all that is asked of you in the manner and spirit it is asked, work through the processes we establish, do all the labor asked of you, then you'll earn a B in the course. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback openly. If you miss class (do not participate fully), turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade. You can earn an A by completing additional "Investment Tasks" that contribute to the class community and to your learning.

Midterm Grades

To help track your progress, I will provide your Midterm Grades through WebWorld. Midterm grades will not appear on transcripts or be calculated in GPAs. They reflect where you stand halfway through the semester. Students earning a C or below should visit with me and visit the Writing Center.

On Language Assessment

You may expect to learn "proper grammar" in this class, but linguists argue that every language and dialect has a distinctive grammar and that no one grammar is inherently better or more correct. American universities rely on "Standard (American) Academic English" (SAE) to determine "college readiness," but this ["standard" is a false one rooted in intentional gatekeeping and discrimination](#) based on race, class, and citizenship status. In this class, your professor will assume that SAE is a false and flawed standard. Your language practices are relevant. You will not be chastised for using grammars other than SAE. If you would like to learn to use SAE more persuasively, we can work on that through independent exercises for which you may earn extra credit, but you are also welcome to use your language experience in ways that you and your peers and community members would find persuasive and trustworthy; these goals are more practical and more inclusive than striving for an arbitrary and false notion of correctness. Grammar police be warned. (See also [CCCC's 2020 Demand for Black Linguistic Justice](#).)

Course Practices

Submission Format and Policy

All formal assignments are to be typed and formatted – and outside sources documented - according to MLA style. Some minor assignments will be submitted as a hard copy in class. All formal papers must be uploaded into the D2L Dropbox folder.

Note: You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance.

Late Assignments

Late assignments, defined as work not submitted to the appropriate dropbox by the designated due date and time, will be accepted for full credit if the student consults with the instructor on a reasonable timeline, at the discretion of the instructor. If you need to submit something late, you may request an extension in advance. If you have difficulty submitting or are unsure if your submission was successful, email me with your work attached.

Academic Dishonesty

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page)—whether you use that material in a quote, paraphrase, or summary. All formal papers will run through the Turnitin for an originality report. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Chair of the Department of English, Humanities, and Philosophy and/or the Director of Student Conduct.

Assessment and Revision

I will provide written or oral feedback on drafts prior to submission as needed, and I will inquire about your writing progress regularly. If you request the opportunity to revise, you should meet with me to make a revision plan. You may revise and resubmit any coursework within 3 weeks of receiving a grade and prior to finals week for additional feedback. Grade revisions will be negotiated on a case-by-case basis.

Conferences

You should schedule two conferences with me during the semester prior to the last week of class. You may use these meetings for any course-related discussion, but your CHOICE project and discussion leading session will be especially useful topics.

Contacting Your Instructor

Email is the best way to contact me. In the body of your email, indicate the course and section number you're in. Please allow at least 24 hours for a response during the week and 48 hours over the weekend. If you need a response more urgently, please indicate that your question is "Urgent" in the subject of your email.

D2L

Our class has an active D2L site to which I will post the syllabus, grades, timeline updates, assignment sheets, PowerPoints, and other course materials. There you will submit formal assignments, and I will also make announcements over D2L, so please check it daily, especially before our class meets.

Course Policies

Attendance Policy

It is important that you attend class and be on time. If you have a total of more than two (2) weeks' worth (TR: 4 class sessions; MWF: 6 class sessions) of absences excused or not, the missed instruction and opportunities will make it difficult for you to pass the class. Please don't feel you have to explain or justify absences to me; I respect your privacy, but you must accept the consequences. If you need to miss multiple sessions for personal reasons, you should alert the Dean of Students office and provide them with the necessary information so that they can verify the situation for all of your instructors.

If you miss class, you miss any writing assignment or group work done during that period, and you miss any announcements regarding future assignments. Notify me via email in advance if you will not be able to make class. You will not incur penalties for missing sessions beyond the missed instruction and opportunities to contribute. Consider it your responsibility to be here, prepared for class in order to succeed and maximize your learning.

Accessibility & Technology

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 940-397-4140.

In addition to complying with the ADA, I want to ensure that this course is accessible as possible to all students. If you have problems accessing campus sites or learning materials (physical or digital), please talk with me about how we might improve that. I will often refer to uses of technology that I have not covered during class, and I am happy to provide one-on-one or workshop based support for students who are unfamiliar with those platforms or programs.

Campus Carry Statement

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to MSU Texas's Campus Carry page (<https://msutexas.edu/campus-carry/>).

Writing Proficiency Requirement

All students seeking a Bachelor's degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) completed 6 hours of Communication Core and 2) earned 60 hours. Students may meet this requirement by passing the Writing Proficiency Exam, passing two Writing Intensive courses, or passing English 2113. If you have any questions about the exam, visit the [Writing Proficiency Office website](https://msutexas.edu/academics/wpr/) (<https://msutexas.edu/academics/wpr/>) or call 397-4131.

Writing Center & Tutoring

Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, Writing tutors are available most weekdays. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. See <https://msutexas.edu/academics/tasp/on-campus.php> for more info.

COVID-19 & Our Class

Safety & Care

We are still dealing with a public health emergency. During the pandemic, we're deeply affected by the actions others take (or don't) to mitigate the spread of COVID-19. Many faculty, staff, and students here are caregivers for parents, children, and loved ones who are immunocompromised, and many may be at risk themselves. As such, I ask that you make efforts to protect yourselves, our campus, your families, and mine as well as our broader community for the spread of COVID-19.

As the pandemic continues, I want to share thoughts about our collective experience:

- Some of our lives may be relatively unaffected by the pandemic, but others have experienced profound and life-altering tragedies and hardships. We cannot make assumptions about others' experiences.
- Be compassionate with others and with ourselves. At this time, we all need more grace and care.
- Together, we can make this semester safe, thoughtful, rigorous, and insightful through our intellectual efforts and by carefully following safety protocols.

We should follow the University's guidance regarding COVID-19 precautions, masks, & vaccinations.

On Symptoms

If you are sick, particularly with symptoms that resemble COVID-19, **DO NOT ATTEND CLASS IN PERSON**. I'll work with you to ensure that you have the opportunity to learn any material you miss because of illness.

On Masks

As new variants spread and the reality of breakthrough cases becomes clear, I cannot help but think of each of our family members and co-workers who are unvaccinated or immunocompromised. Because vaccinated individuals can carry or be infected by the some variants, I will wear a mask (or face shield when lecturing) in class, and I ask you to wear a mask while inside the classroom too.

On Zoom

This course is designated as a face-to-face class, and it will be held in that format unless the University changes course modalities. Students are not able to attend class via Zoom as a regular alternative. If you will miss an extended amount of time because of illness, contact me to discuss options.

Course Community

Equity, Inclusion, and Accessibility

Because we and our community members have diverse bodies, experiences, and needs, and because language helps shape our world, as a community, we must reject language and behaviors that denigrate others based on identity category. In this learning space, hate speech, harassment, discrimination, & violence are not tolerated.

As a professor, my commitment to equity, inclusion, and accessibility in this classroom and on this campus begins with acknowledging the ways that our institutions (academic and otherwise) have excluded, neglected, and marginalized many community members based on race, religion, gender expression, sexual orientation, immigration status, national origin, language, ethnicity, sex, ability status, socioeconomic status, age, body type, and other aspects of identity, and continues with seeking to understand and resist those failures. To create a safer, more just community, we should seek to critique and counteract individual and systemic/structural oppression. This means educating ourselves about oppression and marginalization, fostering conversation and learning about those topics, developing practices that respond to the needs of historically marginalized communities, and holding our communities accountable for becoming more equitable, inclusive, and accessible.

Learning with Generosity

This course encourages the discussion and consideration of some uncomfortable topics. We can work through discomfort and create a brave space for learning and exploration. We will show respect and consideration of perspectives that differ from our own. There is a lot we don't know about each other, and our choice of words in discussing social, political, and economic issues matters a great deal. As a group, we should acknowledge that, while ignorance is not an excuse for cruelty or dismissiveness, we all make mistakes as we learn, so we should be willing to forgive & learn from these situations. I will provide content warnings as needed, and if you have a need for specific warnings, please let me know.

Courtesy and Hospitality

The college classroom should be a vibrant environment that fosters creativity, discussion, and intellectual growth. You have the freedom to create the kind of intellectual community you desire. Included here are behaviors that I believe will help foster a generative community:

- *Pay attention.* This means when the instructor or classmates are addressing the class you are attentive to the speaker and NOT (1) talking, (2) using electronic devices for unrelated tasks, or (3) sleeping. If emergencies or mitigating circumstances mean that you may need to do one of these things, please be considerate by quietly excusing yourself.
- *Be respectful.* You are expected to be respectful to your instructor, your classmates, and yourself. If you witness behavior that is less than respectful, you are welcome to hold the community accountable by calling us in.
- *Be prepared & responsible.* Know what is happening in class by checking the schedule and your emails. Bring materials and assignments to class when needed. Submit work on time, and communicate with me in mitigating circumstances.
- *Participate.* Since you are working to become an expert in your field, the class and our scholarly community stand to benefit and learn from your contributions. Practice now by sharing what you know and are learning when it is relevant.
- *Communicate.* Come by or call me during office hours if you are struggling with an assignment, have issues with course material, or want additional guidance or feedback. You can also email me.

This Course as a Contract

This course uses a labor-based grading contract adapted from [this original example from composition scholar Asao Inoue](#). If you do all that is asked of you in the manner and spirit it is asked (the terms of this are laid out throughout this document), then you'll earn a B in the course. This should foster a collaborative, supportive environment and relieve some writing anxiety. You'll get feedback from me and your colleagues which you can use to improve your work and to take risks, but you won't get traditional grades on major assignments. Instead they will be marked on a Satisfactory(S)/Unsatisfactory(U) basis. If you meet the basic expectations laid out in the assignment, you'll earn full credit for it, but if you receive a "U," you may revise with additional feedback or you will earn a portion of the points (.5, .7, or .8) available for that task. You should use your colleagues and your reflections for assessment and revision advice and thus build strategies of self-assessment that function apart from a teacher's approval.

While the default grade for the course is a B, you can improve upon your grade by doing more than is required. The primary options for doing so are outlined in the Labor Log description (p. 7) and the grade distribution chart (p. 2). If you don't earn all of the points for a major assignment, you may revise and make up for it in the labor log. If you have missed or incomplete work or work that does not meet the expectations for revision, editing, or originality, and you choose not to make that up with timely revision or additional labor, you will forfeit the default B for a lower grade, depending on the amount and quality of missing or incomplete work.

By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Coenen) also agree to abide by the contract, and administer it fairly and equitably.

Labor Log & Reflection

This class works better, is more fun, and generates more learning when everyone participates. The Labor Log allows you to track and earn credit for your participation. Record all labor related to the class in your log with the type & number, date, time spent, and a brief description. Word & Google Docs versions of the template are on D2L. See the main types below:

Type (Abr.)	Goal	Pts/	Description
Meaningful Contribution (MC)	10	2	MCs represent the everyday ways that you engage in class work, and they can take many forms: comments or questions in class or via email, relevant chat on GroupMe, excellent group work, volunteer to read aloud or report group work, activities on Achieve, and others. If you're not sure if it counts, just ask!
Homework & Tasks (HT)	8	5	HTs will be indicated when they are assigned and may include homework, brainstorming, work on major writing assignments (including planning, drafting, revision, and editing), and other activities as announced. There will be many opportunities to complete homework or tasks, and you should strive to do all of them.
Writing Collab (WC)	6	15	WCs include peer review & meetings with HC or TASP about your writing. These sessions should be recorded in your log and documented well in your own notes. Peer review notes should summarize the 2 or 3 main suggestions for revision that you gave your partner, which should also be provided to your peer. You can meet with me during designated conference times or office hours, or use the writing center and document your visit (w/ writing & photos).

Type & #: MC 1	Partner: N/A	Time spent: 20 min	Date: 08/25
Description: I completed the Discussion Leader sign up in Google Docs			
Type & #: HT 1	Partner: Desiree	Time spent: 25 min	Date: 08/30
I prepared a response to the discussion leader's discussion questions before class.			
Type & #: MC 2	Partner: N/A	Time spent: 2 min	Date: 9/1
I posted a response to a question in the class GroupMe.			
Type & #: MC 3	Partner:	Time spent:	Date:
Description:			
Type & #: HT 2	Partner:	Time spent:	Date:
Description:			

Class Schedule Spring 2022

This version of the schedule is a projection. Some items will change throughout the semester, and they will be updated on [this Google Doc version of the schedule](#). Changes will also be discussed in class and posted to D2L. D2L also houses PDFs of readings and details for tasks and assignments not listed here.

HTR = *The History and Theory of Rhetoric* (Herrick, 6th)

AM = *Available Means: An Anthology of Women's Rhetoric* (Ritchie & Ronald)

CPR = *Contemporary Perspectives on Rhetoric* (Foss, Foss, & Trapp, 3rd)

RC = *Rhetorical Criticism: Exploration & Practice* (Foss, 5th)

TBC = *This Bridge Called My Back* (Moraga & Anzaldúa, 3rd)

DL = Discussion Leader Assign.

RR = Resource Response Assign.

DB = Discussion Board (on D2L)

D2L = D2L Assignment Dropbox

Wk	Dates	Read/Prepare Before Class	Due Dates & Other Tasks
1	T Jan. 11	Google Form Survey ; Join GroupMe	Introductions, Syllabus
	R Jan. 13	Read: CPR Intro & DL 1 Assignment	Review: Discussion Leader Assignment
2	T Jan. 18	Read: HTR Preface & Ch 1 Overview	Review: Resource Response (RR)
	R Jan. 20	Read: HTR Ch 2 Origins & Early History of Rhetoric <ul style="list-style-type: none"> Gorgias "Encomium of Helen" AM Aspasia "Pericles' Funeral Oration" from Plato's <i>Menexenus</i> (1-8) 	Introduce: CHOICE Project
3	T Jan. 25	Read: HTR Ch 3 Plato vs Sophists AM Diotima "On Love" from Plato's <i>Symposium</i> (9-15)	DLer Sign Up Due 1/24 @ 11PM (Google Doc)
	R Jan. 27	Compose: Resource Response (RR) 1 Read: HTR Ch 4 Aristotle on Rhetoric <ul style="list-style-type: none"> AM Fannie Lou Hamer – "The Special Plight and the Role of the Black Woman" (262-266) AM Toni Morrison – "The Nobel Lecture in Literature" and "The Acceptance Speech" (416-423) 	
4	T Feb. 1	Read: CPR Introduction & AM Introduction	RR 1 Due 2/1 (11PM) – Discussion Board (DB)
	R Feb. 3	Read: Journals in Rhetoric Research Resources	Review: CHOICE Project Prezi on R Words DL Assignment 1
5	T Feb. 8	Read: AM Part 1: <ul style="list-style-type: none"> Julian of Norwich - From <i>Revelations of Divine Love</i> (25-28) Christine de Pizan - From <i>The Book of the City of Ladies</i> (32-42) Margaret Fell - From <i>Womens Speaking Justified, Proved and Allowed by the Scriptures</i> (66-70) Sor Juana Inés de la Cruz – From "La Respuesta" (71-78) Mary Wollstonecraft - From <i>A Vindication of the Rights of Woman</i> (92-105) 	CHOICE Topic Exploration Due 2/8 (11PM) -DB

		<ul style="list-style-type: none"> Cherokee Women - "Cherokee Women Address Their Nation" (106-108) Sarah Grimké - "Letter to Theodore Weld" (114-118) Angelina Grimké Weld - "Address at Pennsylvania Hall" (119-124) 	
	R Feb. 10	Read: AM Part 2: <ul style="list-style-type: none"> Margaret Fuller – From <i>Woman in the Nineteenth Century</i> (125-137) Seneca Falls Convention - "Declaration of Sentiments and Resolutions" (138-142) Sojourner Truth - "Speech at the Woman's Rights Convention, Akron, Ohio" (143-146) Frances Ellen Watkins Harper - "We Are All Bound Up Together" (147-150) Ida B. Wells - "Lynch Law in All its Phases" (188-203) Emma Goldman - From "Marriage and Love" (226-232) 	
6	T Feb. 15	Read: AM Part 3: <ul style="list-style-type: none"> Virginia Woolf - "Professions for Women" (241-246) Simone de Beauvoir - From the Introduction to <i>The Second Sex</i> (252-258) Combahee River Collective - "The Combahee River Collective Statement" (291-300) Audre Lorde - "The Transformation of Silence into Language & Action" (301-305) June Jordan - "Don't You Talk About My Momma!" (366-376) 	RR 2 Due 2/15 (11PM) - DB Review: CHOICE Project & Proposal
	R Feb. 17	Read: CPR hooks (265-294) & AM hooks "homeplace (a site of resistance)" (383-390)	Labor Log Check in
7	T Feb. 22	Plan: CHOICE Proposal draft Read: HTR 9 Contemp I: Arguments, Audiences, Advocates <ul style="list-style-type: none"> AM Charlotte Perkins Gilman - From <i>Women and Economics</i> (204-210) AM Evelyn Fox Keller - From <i>A Feeling for the Organism</i> (323-329) 	
	R Feb. 24	Read: HTR 10 Contemp II: Situation, Story, Display <ul style="list-style-type: none"> J.J. Royster "When the First Voice You Hear is not Your Own" AM Gertrude Buck - "The Present Status of Rhetorical Theory" (211-217) AM Mary Augusta Jordan - From <i>Correct Writing & Speaking</i> (219-222) 	
8	T Mar. 1	Write: CHOICE Proposal draft for Peer Review Workshop Read: HTR 11 Contemp III: Texts, Power, Alternatives <ul style="list-style-type: none"> AM Minnie Bruce Pratt - "Gender Quiz" (424-434) & TBC Audre Lorde - "The Master's Tools will Never Dismantle the Master's House" (106-109) 	RR 3 Due 3/1 (11PM) - DB

		<ul style="list-style-type: none"> Foss & Griffin - "Beyond Persuasion: A Proposal for an Invitational Rhetoric" 	
	R Mar. 3	Read: Research materials Write: CHOICE Proposal Draft	Choice Proposal Peer Review CHOICE Proposal Due Fri 3/4 (11PM) - D2L
9	T Mar. 8	Read: RC Ch 1 The Nature of Rhetorical Criticism & RC Ch 2 Doing Rhetorical Criticism DL 2 Assignment	Discuss DL 2; Sign up & Arrange Groups
	R Mar. 10	Read: RC Ch 3 Neo-Aristotelian Criticism: Genesis of Rhetorical Criticism	In-class activity w/ examples of RC
Be Safe on Spring Break!			
10	T Mar. 22	Read: Materials for DL 2	Draft & Practice: DL 2 Workday
	R Mar. 24	Read: RC Chapters (DL 2 Part 1) <ul style="list-style-type: none"> Ch 4. Cluster 5. Fantasy-Theme 6. Feminist 7. Generic 	DL 2 Workday
11	T Mar. 29	Read: RC Chapters (DL 2 Part 2) <ul style="list-style-type: none"> Ch 8. Ideological 9. Metaphoric 10. Narrative 11. Pentadic 	
	R Mar. 31	Read: RC Chapters (DL 2 Part 3) <ul style="list-style-type: none"> Ch 12. Generative Alternatives: Royster & Kirsch "Feminist Rhetorical Practices"; Martinez "A Case for Counterstory"; (Additional options for Visual, Digital, Queer, Discourse Analysis, Cultural, Comparative, etc.) 	Schedule Conference Review: CHOICE Project Presentation Assignment , Labor Log Reflection
12	T Apr. 5	Write: CHOICE Project Draft	RR 4 Due 3/29 (11PM) - DB Instructor Conferences: CHOICE Project
	R Apr. 7	Revise CHOICE Projects	
13	T Apr. 12	Revise CHOICE Projects	Peer Review Workshop
	R Apr. 14	Holiday	
14	T Apr. 19	Write: CHOICE Project Final Draft	CHOICE Due 4/19 (11PM) - D2L Sign up for CHOICE Presentations
	R Apr. 21	Write: CHOICE Presentations	Review Labor Log Reflection & CHOICE Presentation Submission ; Grade calculation ; Course Evaluations
15	T Apr. 26	Practice: CHOICE Presentations	CHOICE Pres. Due 4/26 @ Noon-DB Final Presentations
	R Apr. 28	Practice: CHOICE Presentations	Final Presentations LLR Due, 4/28 @ 11PM-D2L
Final		Thursday 5/5, 1:00 – 3:00 PM	Final Presentations