# Course Syllabus: Emerging Media

**Lamar D. Fain College of Fine Arts**

**MCOM 4423-101 | Fall 2025**

**M/W 10-11:20 a.m. | Fain Fine Arts Center D202**

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## Contact Information


**Instructor**: Dr. Mitzi Lewis

**Office**: Fain Fine Arts Center D203

**Office hours**: Mon. & Wed. 2-4 | Tues. & Thurs. 3:30-4

*and by appointment—just ask and we will find a time that works for you!*

*and by "stopping by"—I am in my office a lot!*

**Office Phone**: (940) 397-4375

**E-mail**: mitzi.lewis@msutexas.edu


- NOTE: If you make the email subject line look like this:
  *EMERGING MEDIA: Subject of Message*
  it will be easier for me to see the email sooner and get back to you sooner.
  Here is an example email subject line:
  *EMERGING MEDIA: Practice question*
  or even
  *EMERGING MEDIA: PRACTICE QUESTION*
- Please do not forget to include your name in the body of the email so that I know who the email is from.

**Slack Workspace**: Join our class Slack workspace for collaboration, resource sharing, and community building.

**Class Communication Hub**: We will use Slack as our primary communication platform with organized channels for different purposes.

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## Course Description

Prerequisites:
MCOM 1603 - Writing for the Digital World
MCOM 3313 - Foundations in Media Production

Analysis and effective usage of current and emerging media in professional environments.

## Learning Outcomes

In this course students will:

- Co-create their learning experience
- Practice creativity, brainstorming, critical thinking, communication, collaboration, and experimentation
- Identify goals and audience-specific tools to achieve those goals
- Gain familiarity with a variety of tools to support communication & collaboration
- Develop tolerance for ambiguity and change
- Practice adaptation and lifelong learning skills
- Independently evaluate emerging technologies through systematic experimentation
- Form and test hypotheses about technology applications in media contexts
- Document learning processes and iterate based on results
- Build supportive learning communities through peer collaboration and knowledge sharing
- Develop professional expertise in a chosen emerging technology
- Create portfolio-worthy work demonstrating innovation and problem-solving
- Teach others effectively through workshop design and delivery

We will do this through attention, flexibility, experimentation, creativity, and critical thinking, abilities that will serve you well beyond this class.

The knowledge, attitudes, and skills you gain by successfully completing this course can help you in almost any career. However, they have particular relevance in the rapidly-changing field of mass communication. Becoming a life-long learner and sharing information with others will be essential to your success as a professional and can also greatly impact your personal life and your life as a citizen of the world.

## Course Philosophy

This course embraces *productive failure* as a learning tool. Instead of seeking perfection, you'll become a media technology explorer who experiments, iterates, and learns from setbacks. By the end of the semester, you'll have real expertise in an emerging technology you choose, plus the confidence to tackle new platforms that come along in your career.

### *Core Beliefs*

- *Failure is data, not defeat.* Every "failed" experiment teaches you something valuable.
- *Community over competition.* Your success depends on everyone's success.
- *Curiosity.* We value questions.
- *Process.* How you learn matters.
- *What else?*

## Textbook

Pacheco, D. (2023). *Experimenting with emerging media platforms: Field testing the future*. Routledge, Taylor & Francis Group, New York.

## Desire-to-Learn (D2L)

The MSU D2L program is a part of this course. Each student is expected to be familiar with this program. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## Slack

### Why Slack?

- *Real-time collaboration* and immediate peer support
- *Professional platform* used in many media organizations
- *Organized channels* keep different types of conversations focused
- *Mobile-friendly* for sharing discoveries and getting help anywhere

### Our Slack Workspace Structure

*#general* - Class announcements, general discussion, community building
*#wins* - Share small victories, progress updates, encouragement
*#help-desk* - Technical questions, troubleshooting, peer support
*#resource-sharing* - Useful links, articles, tutorials, discoveries
*#workshop-prep* - Planning and feedback for final presentations

## Teaching and Learning Philosophy

*A class is a process, an independent organism with its own goals and dynamics. It is always something more than even the most imaginative lesson plan can predict. --Thomas P. Kasulis*

We are starting with this syllabus and tentative schedule. Our class will evolve based on our work together, driven by curiosity, experimentation, and discovery.

It is important to me that you are able to show up fully to our work together.

- As we collaborate, I trust you to make decisions about what feels safe for you, and we all want you to do what you can to keep others safe.
- I encourage you to connect with me and your classmates. This is a community, and there are lots of different ways we can each contribute.
- I look forward to getting to know you better, as a student, a creator, and a person.
- Your learning journey matters more than perfect outcomes.

## MSU Texas Core Values

In this class we will strive to uphold the same shared core values that unite all Midwestern State University faculty, staff, and students:

- Engage others with respect, empathy, and joy (people-centered)
- Cultivating a diverse and inclusive campus environment (community)
- Always doing the right thing (integrity)
- Adopting innovative ideas to pioneer new paths (visionary)
- Valuing relationships with broader communities (connections)

See the Values Journey web page for more details.

I consider the classroom to be a place where ALL students will be treated with respect as human beings, regardless of race, ethnicity, national origin, gender, sexuality, ability, class, religious affiliation, political beliefs, age, and other cultural identities and material circumstances. Moreover, *diversity of thought is appreciated and encouraged*.

Think of your peers as an audience for your work, as well as a source for feedback and encouragement. Draw on their expertise. This class will be as much (or more) about you teaching yourselves and each other as it is about me teaching you. Because of this, it's important that we create a community of belonging that is respectful of our differences and offers space for the boundary-setting necessary for positive relationships to form.

We are all responsible to ensure the classroom is a safe environment. This includes not posting classroom activities or materials to social media without the consent of everyone involved.

## Academic Integrity and Artificial Intelligence (AI)

Overarching principle:
*In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original.*
*-- from the University of Iowa*

*Creators should be able to control what we create; appropriating others' ideas or labor without credit or attribution is theft; no creators want their stuff stolen. The entire scholarly enterprise depends upon an adherence to those norms. Citation and attribution are also important ways to ensure that scholarly discourse is open to all voices and does not silence marginalized or minority perspectives. In that regard, plagiarism can be a form of censorship, in that it removes someone's voice (and by extension, scholarly identity) from the conversation.*
*-- by Kevin Gannon in The Chronicle of Higher Education*

Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not of the individuals to whom credit is given. If a student in the class is caught plagiarizing, appropriate disciplinary action will be taken.

The Student Creed developed and adopted by the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the Creed reads, "As an MSU student, I pledge not to lie, cheat, steal, or help anyone else to do so." Plagiarism is lying, cheating, and stealing.

### <u>Artificial Intelligence (AI)</u>

ChatGPT and other AI tools can help to free up bandwidth in our currently traumatized and overloaded brains.

Using AI tools responsibly is an emerging skill that involves awareness of AI's capabilities and limitations.

Developing this awareness can support our using AI tools purposefully and ethically. Here are a few questions to help:

*What is ChatGPT/AI good for?*
*What is it not good for?*
*What can we trust?*
*How can we check?*

### *Purpose of AI in this Course*

- AI tools, such as ChatGPT or generative design platforms, may be used to support learning by brainstorming ideas, generating suggestions, or assisting in problem-solving.
- AI is intended to **augment**, not replace, your learning process or creative work.

### *Permissible Uses of AI*

- AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter; examples include:
  - Drafting and brainstorming ideas for projects or assignments
  - Getting help debugging your HTML code
- In all cases, you must attribute (see "Attribution and Transparency" section and the "Appendix" sections below)

### *Prohibited Uses of AI*

- Submitting AI-generated work as your own without meaningful modification and attribution.
- Using AI tools to complete assignments in ways that bypass the learning objectives of the course (e.g., having an AI write essays or code for you).
- Using AI tools to plagiarize, fabricate information, or violate academic integrity policies.

### *Attribution and Transparency*

- All ideas that are not originally one's own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. **You have a two-fold obligation:**
  - You need to document the process
  - You need to find and attribute the original source of the idea, identify the location within the source, and provide a working link to the location.
- Besides inventing sources, generative AI may invent facts as well. Verification is <u>your responsibility</u>: submitting factually wrong material is an academic offence, and whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the

arguments, the logic, and document what you did to validate your material.

- This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing for them, which includes hiring a person or a company to write assignments and using artificial intelligence tools like ChatGPT.
- If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to Dean of Students Office, for possible review. Academic dishonesty is inclusive of the full range of academic penalties imposable by the university but not limited to penalties including a grade penalty and or dismissal from the course upon the *first* finding.

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*When Using AI Tools, Include an Appendix Showing:*

(1) The entire exchange, highlighting the most relevant sections
(2) A description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version)
(3) An explanation of how the AI tools were used (e.g. to generate ideas, conduct research, etc.)
(4) An account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify writing, to translate text, to experiment for fun, etc.).

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*Encouraged Practices*

- Critically evaluate AI-generated suggestions, refining and personalizing the output to reflect your own understanding and creativity.
- Develop an awareness of AI limitations, such as its inability to verify facts or provide nuanced insights.
- Do not become overly dependent on ChatGPT for assignments or learning. Use it as a supplement, not a replacement, for your effort and understanding.

*Consequences for Misuse*

- Misuse of AI tools, including any prohibited uses listed above, will result in consequences consistent with the institution's academic integrity policy.

*Support and Resources*

- The instructor will provide guidance on how to use AI tools effectively and ethically throughout the semester.
- Students unsure about whether an AI tool is appropriate for a task should consult the instructor before proceeding.

*In Other Words*

- Don't type a question into ChatGPT/AI, exactly copy and paste its response, and turn it in/represent it as our own.
- Evaluate AI-generated text critically.
- Fact-check claims and watch for factual errors or omissions; we are responsible for content we submit.
- Don't use ChatGPT/AI on an assignment without disclosing in the assignment that we have done so and how we have done so.
- For example, you might describe using a tool to help brainstorm ideas or check grammar. This promotes transparency.
- Focus prompts on clarifying our own thinking rather than outsourcing it. High-quality prompts elicit outputs that aid our learning and original analysis. Make sure to save the prompt language that we use, and include this language in your disclosure of AI use statement.
- If you are ever unclear, or if you are unsure about anything AI, please ask. Your asking will help us all with clarity and learning.
- Again, our focus is on using ChatGPT/AI in ways that are intentional, accurate, ethical, and useful.

I strongly endorse collaborative learning when it increases your ability to succeed in this class and when it enhances your education and learning.

As a general rule, if you do not understand what you are handing in, you are probably cheating. If you have given somebody the answer, you are probably cheating.

In order to help you draw the line, here are some examples of clear cases of cheating:

- Copying files from another person, source, or tool, including retyping their files, changing descriptive names, copying code without explicit citation from previously published works, etc.
- Allowing someone else to copy your code or written assignment, either in draft or final form.
- Getting help from a peer or AI tool which you do not acknowledge on your solution.
- Copying from another student during quiz. This includes receiving quiz-related information from a student who has already taken the quiz.

I'm assuming we won't have a problem in this regard but want to make sure that expectations are clear so that we can spend the semester learning things together—and not worrying about the origins of your work.

Telling the truth is important, and I want to support you in the ways that I can. I have a lot of respect for people who are honest about their mistakes even when it's difficult. It is much easier for current and past unethical situations to be handled in honest, non-judgmental conversations, and I hope you'll feel safe engaging in those with me if ever needed.

For instances in which we cannot agree, or are unsure of a norm, we'll consult the "University Policies and Procedures" section of the Student Handbook.

Please be aware that other classes may have different policies and that some may forbid AI use altogether.

## Policies: Classroom/Conduct

You are expected to adhere to the Standards of Conduct as published in the Student Handbook.

### Community Expectations

#### *Building Our Learning Community*

This course will be a cooperative learning experience. You and your work are, in a very real sense, the primary texts for this course. In order for us to work together as a community, we all have to come prepared to participate.

#### *What Community Looks Like*

- *Show up consistently* - your presence matters to everyone's learning
- *Support classmates actively* - share resources, offer help, celebrate successes AND failures
- *Engage authentically* - ask real questions, share genuine struggles, offer honest feedback
- *Embrace productive failure* - yours and others' - as learning opportunities
- *Contribute to our shared knowledge* - what you discover benefits everyone

#### *Participation Redefined*

Participation isn't just talking in class. It includes:

- Helping troubleshoot technical problems
- Sharing useful resources you discover
- Giving thoughtful feedback on others' experiments
- Being fully present during classmates' workshops
- Contributing to our online community space
- Documenting how you support others' learning
- What else can we add to this list?

## Grading

Focus on effort and growth, not perfection.

### Grade Components

- *Community Participation (40%)* - Attendance, engagement, peer support, collaboration
- *Experimentation Process (35%)* - Consistent effort, documentation, iteration, curiosity
- *Workshop Delivery (25%)* - Teaching effectiveness and knowledge sharing

### What This Means

- *Perfect experiments are NOT required* - we value learning from failures
- *Helping classmates counts significantly* - documented peer support is part of your grade
- *Consistent effort matters most* - regular small steps trump last-minute perfection
- *Process is as important as product* - how you learn and grow is just as important as what you create

### *The Field Test Methodology*

*Hypothesis → Experiment → Reflect → Iterate → Repeat*

You'll conduct small, focused experiments throughout the semester, documenting what works, what doesn't, and what you learn from both successes and failures.

### *Workshop Technology Selection (Your Choice!)*

Choose ANY emerging technology that sparks your curiosity! Examples include:

- Artificial Intelligence tools (ChatGPT, Midjourney, etc.)
- Virtual/Augmented Reality platforms
- Social media emerging features (TikTok tools, BeReal, etc.)
- Drone photography/videography 3D modeling and photogrammetry
- Automation and workflow tools
- Podcast/audio production innovations • Live streaming technologies
- *Whatever else excites you!*

### Assessment Details

### *Community Participation (40%)*

*Excellent:* Complete attendance, consistent Slack engagement, actively supports classmates, provides thoughtful feedback in all channels, contributes meaningfully to discussions, documents specific peer support throughout semester

*Proficient:* Regular attendance, semi-consistent Slack engagement, generally supportive, participates appropriately in discussions, engages constructively with others' work

*Developing:* Inconsistent attendance, inconsistent Slack engagement, minimal peer support, passive participation, passive responses to other people's posts

*Experimentation Process (35%)*

*Excellent:* Submits all logs on time, shows clear learning from failures, demonstrates curiosity, goes beyond minimum requirements

*Proficient:* Submits most work on time, shows some learning progression, meets expectations adequately

*Developing:* Inconsistent submissions, limited evidence of learning, minimal effort

*Workshop Delivery (25%):*

*Excellent:* Well-prepared, demonstrates clear expertise, engages audience effectively, creates meaningful learning experience

*Proficient:* Adequately prepared, shares knowledge clearly, meets basic teaching requirements

*Developing:* Minimal preparation, unclear presentation, limited demonstration of learning

**More About Class Participation and Attendance**

This course will be a cooperative learning experience, a true intellectual community. You and your work are, in a very real sense, the primary texts for this course. In order for us to work together as a community, we all have to come prepared to participate.

Class meetings are our main opportunity to create knowledge together and practice the skills you are learning this semester. Your attendance is crucial to your and your peers' learning as everyone misses out on your contributions if you are not present.

Regarding arrival time: Punctuality helps us make the most of our class time together and shows respect for our learning community. Being late or leaving early can disrupt learning activities. Full attendance is expected and includes arriving on time and not leaving early.

Additionally, our class meetings will include activities; they will not be straight lecture. The activities are designed to be interesting and to help you learn. These activities will often have a credit/grade component to them. Therefore, your

attendance and active participation will affect how much you learn and how well you do in the course.

If you miss class, you miss the chance to participate in your education and the education of others in class. Your peers are counting on you to be in class and to participate. *You are responsible for all material presented in every class period, whether present or not.*

## Campus Closures

If campus is closed due to weather or other situations on a class day, our class will not meet.

## Cell Phones and Other Electronic Devices

Electronic devices are welcome (encouraged) in class *to support learning*.

Two things to remember for this:

1. Please be mindful that electronic devices do not serve as a distraction to you or those around you.

   Research on learning shows that unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class.

2. I want our classroom to be free to have an open discussion. It's hard to have an open discussion when you know you are being recorded for everyone to see forever. Therefore, no one is to use any recording devices or recording media during the class unless we all decide, as a class, that this is okay. If recording class is needed as a learning accommodation, please see me so that we can discuss privacy guidelines.

## Professionalism

You are in this class to prepare for the professional world. Treat this class like the professional world. Build habits that will support your professional success!

For example, in the professional world, you do not pull out your phone for non-meeting activities (e.g., texting friends, getting on social media, etc.). If you do, there are consequences. Some of those consequences may be explicit and obvious. Others may not be obvious but can still be significant. The same goes for this course.

You are expected to respect yourself and your learning community by:

- behaving professionally
- arriving on time
- being prepared
- paying attention
- actively and reliably participating
- staying for the full class
- treating others with courtesy and respect
- using language thoughtfully

Build habits that will support your professional success; don't build habits that will get in the way of your professional success.

Remember,

- *Collaboration is encouraged* and required for this course
- *Proper attribution* when sharing others' work or ideas
- *Original experimentation* and authentic documentation of your learning process
- *Honest reflection* about successes, failures, and learning outcomes

## Accommodations

If you need course adaptations or accommodations because of a disability, if you have emergency medical information that needs sharing, or if you need special accommodations in case the building must be evacuated, please make an appointment with me as soon as possible. Please also contact Disability Support Services at 940-397-4140 in Clark Student Center, room 168, to document and coordinate reasonable accommodations for students with disabilities if you have not already done so.

If you do not require accommodations due to a disability, understand that some of your fellow students might, and it is important to me that you do not make assumptions about where, when, or how they learn.

## Privacy

Federal privacy law prohibits me from releasing information about students to certain parties outside of the university without the signed consent of the student.

## Managing Stress

You may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship problems.

An important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

There are numerous campus resources available to you including:

- Psychology Clinic (940-397-4791 or psychology.clinic@msutexas.edu)
- MSU Counseling Center (940-397-4618)
- Student Wellness Center (940-397-4206)
- Online resources
- Self-help apps
- Additional mental-health resources

If you are experiencing an emergency, call 911 or the MSU Police Department at 940-397-4239. If you or someone you know is in a domestic violence or sexual assault crisis situation and wants information on what to do, call the 24 Hour Crisis Hotline at 1-800-621-8504.

If you have outside circumstances that may affect your performance in this class – including but not limited to difficulty affording groceries or accessing sufficient food to eat every day, inadequate housing, and family issues – please contact me if you are comfortable in doing so.

I may be able to refer you to on-campus resources that will help you address the situation. Two examples include:

- Canan Food Security Program
- Mustangs Pantry

Please note that all information provided to me remains confidential.

## Portfolio Requirement

Please note that all mass communication majors are required to submit a portfolio as part of their Internship course (Internship is a prerequisite to Senior Production, the mass communication capstone project course). The portfolio requirement is a part of MSU's reaccreditation with the Southern Association of Colleges and Schools. The portfolio helps you to demonstrate communication

competence through the written word and visual communication; two examples of each competency are required.

As you go through this and other classes, you are responsible for saving course work that could be included in your portfolio.

Please see me, your adviser, the department chair, or any mass communication faculty member for handouts with more information ("Mass Communication Portfolio Competencies" and "Mass Communication Portfolio FAQ"). These handouts are also available on our department web page.

**Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

**Research and Creative Activity Opportunities at MSU**

Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students engaged in collaborative research and creative works. For more information contact the Office of Undergraduate Research at (940) 397-6274 or by email at eureca@msutexas.edu. You can also stop by the UGR office located in the atrium of the Clark Student Center, room 161. Information and resources are also available at the EURECA web page.

**Undergraduate Research Opportunities and Summer Workshop (UGROW)**

Like EURECA, UGROW provides opportunities for students to conduct research with faculty. However, the research occurs in the summer. For five weeks UGROW students experience the authenticity of scientific research as well as research and creative activities in art, music, theater education, business, health and social sciences, English, history, etc. in a highly interdisciplinary environment. Students work on projects of their choice and present their findings at the end of program and the MSU Undergraduate Research and Creative Activity Forum. If you have any questions, call (940) 397-4253 or by email

at ugrow@msutexas.edu. More information and resources are available at the UGROW web page.

**Council on Undergraduate Research**

To support undergraduate research and creative activities, Midwestern State University holds an enhanced institutional membership with the Council on Undergraduate Research (CUR). This institutional membership includes unlimited memberships for any interested faculty, staff, and students. Students may find information on benefits and resources at the CUR Student Resource Center web page.

**Success Strategies**

- *Attend class regularly*—your presence contributes to everyone's learning.
- *Ask for help immediately* if you don't understand something. Waiting to "get it later" doesn't always work and could get you into trouble.
- *Back up your work*. Have two backups.
- *Save your work under different names* literally each time you work on a project. It just takes one click and could save you lots of time and frustration.
- *Expect the unexpected*—technology will fail.
- *Work ahead when possible*. This will give you some cushion for inevitable technical difficulties.
- *Embrace both smooth and bumpy experiences*—both teach you important things.
- *Be creative*—this is YOUR learning journey!
- *Your classmates are a great resource*—use their expertise and offer yours in return.

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In closing, this semester, you will become a media technology explorer who can tackle emerging platforms with confidence. You will build real expertise, create portfolio-worthy work, and develop the adaptability skills that will serve you throughout your career.

This course is designed to be manageable and sustainable for everyone. Clear expectations, progress tracking, and strong peer support systems are here to help you succeed.

Built in accountability includes:

- Weekly discussion prompts (posted in Slack)
- Peer support documentation (ongoing throughout semester)

- Regular small deliverables (preventing procrastination)
- Community recognition (celebrating progress and mutual aid)
- What else can we build in to help you?

This syllabus and schedule may evolve based on our collective learning needs.

By accepting this syllabus and staying enrolled in this course, you are indicating that you understand and accept the terms of this syllabus.

## Topics/Tentative Schedule

This will very likely evolve based on our collective needs and discoveries.

### Your Semester Arc

*Weeks 1-4: Foundation & Exploration* - Build community, learn methodology, choose your technology focus

*Weeks 5-11: Deep Experimentation* - Conduct field tests, document learning, support classmates

*Weeks 12-15: Workshop Delivery* - Share expertise by teaching others what you've learned

### Schedule Overview

*Phase 1: Foundation (Weeks 1-4)*

*Week 1:* Community building, course philosophy, "productive failure" mindset

*Week 2:* Field testing methodology, technology exploration, hypothesis formation

*Week 3:* First experiments, peer support systems, troubleshooting strategies

*Week 4:* Learning from failure, iteration practices, workshop planning introduction

*Phase 2: Deep Experimentation (Weeks 5-11)*

*Weeks 5-8:* Intensive field testing with weekly documentation and peer collaboration

*Weeks 9-11:* Advanced applications, real-world connections, workshop preparation

*Phase 3: Knowledge Sharing (Weeks 12-15)*

*Weeks 12-15:* Student-led workshops (each student teaches the class for a full session)

## Academic Calendar

*Classes begin:* Monday, Aug. 25

*Labor Day - No classes:* Monday, Sept. 1

*Final deadline for December graduates to file for graduation:* Mon., Sept. 22

*Priority deadline for May graduates to file for graduation:* Mon., Oct. 6

*Last day to drop with a grade of "W":* 4 p.m. on Mon., Nov. 24

*Thanksgiving Holidays begin:* Wed., Nov. 26

*Classes resume:* Mon., Dec. 1

*Last day of classes:* Fri., Dec. 5

*Final examinations begin:* Sat., Dec. 6

*Graduate commencement:* Fri., Dec. 12

*Undergraduate commencement:* Sat., Dec. 13