

# INTRODUCTION TO DIGITAL STORYTELLING

UNC-Chapel Hill | Hussman School of Journalism and Media | MEJO 121 |

Welcome to this introductory media technology skills class at the UNC Hussman School of Journalism and Media. Our simple goals are to introduce you to some of the tools and skills needed to engage in multimedia storytelling in online environments. We aim to demystify the technical aspects of audiovisual information packaging by engaging in basic hands-on video and web exercises.

However, what distinguishes this class from a skills-only course is its focus on **storytelling**. We ultimately intend to provide familiarity with the tools and an understanding of how to develop a narrative story utilizing said tools. These are the skill sets needed for various professions in media and journalism.

## Instructor

Katie King

[kking7@ad.unc.edu](mailto:kking7@ad.unc.edu) | she/her/hers

Remote Office Hours: by appointment

## Classroom and meeting time

**TuTh 6:30pm - 7:45pm**

Synchronous meetings via Zoom with some asynchronous lectures and in-person fieldwork days

*\*Please note the schedule is subject to change due to COVID*

## Required Supplies

There are no textbooks for this class, but there are required purchases. Be aware that financial aid funds can be used for these items. If you believe you will have a challenge with these purchases, please contact Stephanie Willen Brown ([swbrown@unc.edu](mailto:swbrown@unc.edu)), the director of the Hussman School's Park Library.

Your required supplies include:

### Smartphone

For your video assignments, you will record with your smartphone. Please let the instructor know if you do not own a smartphone. **NOTE:** If you will be using an iPhone 7 or higher, you also need a 3.5 mm headphone jack adapter (usually included with your iPhone purchase and pictured at left) to be able to use the lavalier microphone.



**FiLMiCPro app:** We require the purchase of the FiLMiC Pro app. FiLMiC Pro provides the features of professional video cameras for iPhone and Android. The cost of this app is \$14.99.

More information here: [www.filmicpro.com](http://www.filmicpro.com)

### Headphones

Must have a standard mini jack (1/8"). Any **wired** (non-Bluetooth / not wireless) headphones you might use with your phone will work. [Here is a recommended option](#), although standard earbuds with a mini jack also will work.

### Wired lavalier microphone with headphone monitoring

A lavalier will be needed for the best audio quality. You will need to purchase a lavalier microphone with **headphone**

**monitoring** (pictured below). Here is the link to an option on Amazon: [Lavalier microphone](#). The cost for this one is approximately \$25. [Additional microphone option here](#).

### **Tripod with smartphone mount**

You will need to purchase a tripod and mount for your phone. Cost: About \$30. You may find an [example here](#) (pictured below).



### **Domain name & hosting space.**

You will need to purchase these products for the Web portion of this class for approximately \$20-\$30 for your first year. More details will be provided in class. You should not purchase these items until directed. You will receive more information before you are required to make this purchase. NOTE: *If you already have these products, you may reuse them for this class. Please inform the instructor if this is the case. Also note that it is your responsibility to cancel this service once the course is complete.*

## **Equipment guides**

For more information and tutorials related to the 121 class equipment, please see these tutorials on the Park Library website: [guides.lib.unc.edu/mejo-equipment-room/videos](http://guides.lib.unc.edu/mejo-equipment-room/videos)

## **Recommended Supplies**

### **USB external hard drive / flash drive**

**Specs:** Minimum 64GB flash drive, must be USB 3.0 for fastest file transfer speeds. Recommended to invest in a larger external hard drive to backup all files for this course and others.

[Click here for a link to a recommended flash drive \(64GB\).](#)

[Click here for a link to a recommended flash drive \(128GB\).](#)

[Click here for a link to a recommended external hard drive \(2TB\).](#)

## **Required Digital Access**

### **LinkedIn Learning**

Follow the instructions here to access LinkedIn Learning with your onyen. [software.sites.unc.edu/linkedin](http://software.sites.unc.edu/linkedin)

### **Adobe Premiere**

Follow the instructions here to create an Adobe ID and install the required software for free:

[software.sites.unc.edu/software/adobe-creative-cloud](http://software.sites.unc.edu/software/adobe-creative-cloud)

### **Vimeo or YouTube account**

You must use or create an account to publish your videos for this course. A YouTube account is included with any Gmail account, and there is no storage limit on YouTube accounts. A Vimeo account is free to create, and recommended, but free accounts have restrictions on the total GB you can upload each week. Publishing your work on YouTube is easy and free, but Vimeo has a more professional reputation.

## Course Goals and Accreditation

The Hussman School of Journalism and Media accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program.

Learn more about them here: [www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps](http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps)

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the "Professional values and competencies" listed below.

- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Apply tools and technologies appropriate for the communications professions in which they work.

## Late Assignments

Accepting late assignments is unfair to the students who have sacrificed to turn their work in on time. An automatic 10 percent deduction will be applied to each assignment turned in after the time it is due, provided the assignment is turned in on the same day it is due. An additional 10% deduction will be applied for each subsequent 24 hours that pass after the due date/time (i.e., 10 percent is taken off for each day).

## Zoom/Computer Policy

If it appears that you are shopping, texting, surfing the internet, scrolling through Twitter, or doing any other activity on your computer besides class discussion and/or lecture, you will automatically be counted as absent. Note that for class Zoom meetings, you will be required to join with both audio and video. Engagement in and contribution to class discussions will contribute to a large part of your participation grade.

## Independent Online Research

To teach you the necessary software tools to create your stories, this course will combine in-class demonstrations with online tutorials and videos. As beginners, it is inevitable that questions and technical problems will arise as you work with these tools. It is also not possible to cover every detail of a tool through in-class demos or assigned videos. The assignments will require you to learn how to learn new things independently, outside of direct instruction. While your instructor is always available to answer your questions and clarify any topic, this course will challenge you to troubleshoot your technical problems and figure out answers to your questions through independent online research. Before asking a technical or software-related question like "how do I..." or "... isn't working," it is expected that you will research your question online. Invest some time looking at manuals, forums and documentation sites to see if someone else has addressed your question or problem before. If you have conducted independent research online and still can't find your answer, reach out to your instructor through email, in class, or during office hours. In addition to asking your question, share what you learned during your research, a description of your problem, and any relevant screenshots.

## Grading

Work is graded according to the highest professional standards. Grades in percentages are:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>A</b> = 93-100%,</li><li>• <b>A-</b> = 90-92%,</li><li>• <b>B+</b> = 87-89%,</li><li>• <b>B</b> = 83-86%,</li></ul> | <ul style="list-style-type: none"><li>• <b>B-</b> = 80-82%,</li><li>• <b>C+</b> = 77-79%,</li><li>• <b>C</b> = 73-76%,</li><li>• <b>C-</b> = 70-72%,</li></ul> |
|--|--|

- D+ = 67-69%,
- D = 60-66%

- F = 59% or below

Below is a guideline for how grades are described within this course:

- **A:** nearly perfect in execution, quality of work is exceptional
- **A-:** work is impressive in quality, very few problems in any area
- **B+:** very good performance, did more than required, might struggle in one area only
- **B:** solid effort, met all requirements, solid application of skill
- **B-:** needs a bit more polish, pretty good handle on things overall
- **C+:** good in one area of work, but consistent problems with another area
- **C:** followed instructions, seems to understand basics but did the minimum to pass
- **C-:** has glimpses of potential in a limited range
- **D:** did not demonstrate an understanding of the basics but tried
- **F:** did not demonstrate effort or understanding of basics, incomplete

## Grading Criteria

<b>In-class participation</b> (see description below)	<b>5%</b>
<b>Video course work</b> (includes exercises, quizzes, and video project)	<b>50%</b>
<b>Web/Design course work</b> (includes exercises, quizzes and portfolio project)	<b>25%</b>
<b>Final project</b> (includes final web page design and story/package integration)	<b>20%</b>

**In-class participation** is your contribution within the scope of each class period, including arriving to live or online class meetings on time, asking questions, offering insights during class discussions, sharing feedback with peers, and general engagement with the material. The quality of your participation will be assigned a letter grade based on the guidelines above at the end of the course. You may check in with your instructor at any time during the course for individual feedback about the quality of your participation.

**Exercises and quizzes** are assigned to familiarize you with skills needed to complete the projects and are graded on completion and execution quality. Engagement with the exercises and quizzes will prepare you to achieve better work on your projects.

**The video & web projects** are assigned for you to demonstrate a mastery of the skills and storytelling techniques learned in class and with the exercises.

The **final project** is an integrated package delivered via text, design and video and housed on your portfolio website. The package must contain integrated elements (story text, video and any additional elements you may choose).

## Honor Code

It is expected that each student in this class will conduct themselves within the guidelines of the Honor System ([honor.unc.edu](http://honor.unc.edu)). All academic work should be done with the high level of honesty and integrity that this University demands. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor, speak with the senior associate dean of undergraduate studies in this school, and/or speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

## Seeking Help

If you need individual assistance, it is your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem, whether the problem is difficulty with course material, a disability, or an illness. Please feel able to contact the course instructor as soon as you perceive any warning signs of things that might adversely affect your class performance or final grade.

## Diversity

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin at [www.unc.edu/ugradbulletin](http://www.unc.edu/ugradbulletin). UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

In this course, you are encouraged to represent diverse populations, diverse viewpoints, and diversity of perspective in your own work. You are also asked to be sensitive to the various backgrounds, perspectives, origins, and situations represented by the students in the course, the students, faculty, and staff at this university, and the residents of this state.

## Special Needs

The University of North Carolina - Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service (ARS) Office. In the first instance please visit their website at [accessibility.unc.edu](http://accessibility.unc.edu), call the office at 919-962-8300, or email [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time. However, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester.

*Please contact ARS as early in the semester as possible.*

## Tentative Course Schedule: (subject to change)

Date	Schedule / Roadmap
------	--------------------

1	Tu: 8/11	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Introductions &amp; icebreakers</li> <li>★ Syllabus review &amp; course objectives</li> <li>★ A look toward your final projects</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Make sure you have access to Adobe CreativeCloud &amp; LinkedIn Learning tutorials</li> <li>★ Purchase required video equipment</li> <li>★ Complete introductory survey</li> </ul>
	Th: 8/13	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Introductions (again!)</li> <li>★ Final project overview + video expectations</li> <li>★ “Seeing” the technical constructs behind a story</li> <li>★ Music video assignment</li> <li>★ Brief intro to Adobe PremierePro</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Project idea brainstorming</li> <li>★ Start on music video assignment</li> </ul>
2	Tu: 8/18	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Final project ideas + example student videos</li> <li>★ Introduction to visual composition</li> <li>★ How the camera sees</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Hone in on video project idea</li> <li>★ Finish music video assignment</li> <li>★ Watch Lynda videos + <a href="#">Video 101: Shooting Basics</a></li> </ul>
	Th: 8/20	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Video stories + micro documentaries</li> <li>★ Lecture: White balance, exposure, light, and focus</li> <li>★ Remote class exercise (majority of class)</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Complete the class exercise + reflection, timeline, and question answers</li> <li>★ Watch video on <a href="#">audio</a></li> </ul>

3	Tu: 8/25	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Class exercise reflection</li> <li>★ Truth, Lies &amp; Haiku exercise</li> <li>★ Video stories + Lecture on Composition, Sequencing, &amp; Audio</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Finish class exercise</li> <li>★ Prepare/plan your Truth, Lies &amp; Haiku video</li> <li>★ Watch: <a href="#">sequencing video</a> (4 min), <a href="#">180 degree rule video</a> (2 min), <a href="#">room tone video</a> (2.5 min)</li> <li>★ <i>FINAL PROJECT STORY IDEAS DUE NEXT CLASS</i></li> </ul>
	Th: 8/27	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture: Finding the Story, Interviewing, External Audio</li> <li>★ Review Radio Cut + Final Project assignments</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Truth, Lies &amp; Haiku video</li> <li>★ Read <a href="#">article on interviewing</a></li> </ul>
4	Tu: 9/1	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture: Micro Docs + Interviewing 2.0</li> <li>★ Video stories</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Truth, Lies &amp; Haiku video (due)</li> <li>★ Pre-interview if you haven't already. Plan Radio Cut.</li> </ul>
	Th: 9/3	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Activity/Game</li> <li>★ Lecture: Theme/Plot + Structuring your story intentionally</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Plan and start to execute Radio Cut</li> <li>★ Kino Eye reflection/notes on two videos</li> </ul>
5	Tu: 9/8	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Lecture/Activity: Theme, Interview, and Drafting narrative</li> <li>★ Kino Eye activity</li> </ul>

		<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Radio Cut interview!</li> <li>★ Pre-interview if you haven't already. Plan Radio Cut story.</li> </ul>
	Th: 9/10	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Flex day</li> <li>★ Editing &amp; transcript tips</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Rough cut of your Radio Story due at the beginning of class on Thursday (9/17). Do not turn in on Sakai, just have it accessible on Vimeo</li> <li>★ <a href="#">NPR Training - How to edit with your ears</a></li> </ul>
6	Tu: 9/15	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Radio cut work day</li> <li>★ Editing tips</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Rough cut</b> of your Radio Story due at the beginning of class on Thursday (9/17). Do <b>not</b> turn in on Sakai, just have it accessible on Vimeo</li> </ul>
	Th: 9/17	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Critique tips / Project requirements</li> <li>★ One-on-one written critiques</li> <li>★ Group critiques</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Final Radio Cut due Tuesday (9/22) via Sakai.</b> Be sure to read the project PDF for full submission requirements (transcripts, b-roll lists, etc.)</li> </ul>
7	Tu: 9/22	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Incorporating images</li> <li>★ Lecture: Theme/Plot, Storyboarding, &amp; B-roll</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Watch: <a href="https://vimeo.com/127050919">https://vimeo.com/127050919</a> &amp; <a href="https://vimeo.com/151394301">https://vimeo.com/151394301</a> As you do, think about theme &amp; plot, sequencing, rhythm, and pacing. How are each employed in the videos above? How might you employ them in your own video?</li> <li>★ B-roll workshop on Thursday</li> </ul>



	Th: 9/24	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Interesting B-Roll in Meh Locations</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Shoot B-roll for your final project. Editing work day on Tuesday.</li> <li>★ Read: <a href="#">9 Ways to Compose a Shot Like a Pro</a></li> </ul>
8	Tu: 9/29	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Flex / Editing work day</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Work on rough cut</li> <li>★ Watch these short animated documentaries: <ul style="list-style-type: none"> <li>○ <a href="#">My Grandfather's Memory Book</a> by Colin Levy</li> <li>○ <a href="#">I, Destini</a> by Nicholas Pilarski &amp; Destini Riley</li> </ul> </li> </ul>
	Th: 10/1	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Tips, tricks, and potential pitfalls</li> <li>★ Editing work day</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Rough cut</b> of final video due at the beginning of class on Tuesday (10/6). Put a link to your Vimeo on this class Google Sheet.</li> <li>★ Recommended viewing: Look back on <i>Roping The Wind</i> and other stories we've watched</li> </ul>
9	Tu: 10/6	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Critique tips / Project requirements</li> <li>★ One-on-one written critiques</li> <li>★ Group critiques</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>Final Video due next Tuesday via Sakai.</b> Be sure to read the project PDF for full submission/assignment requirements</li> </ul>
	Th: 10/8	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ How does the web work?</li> <li>★ "Hello, World!"</li> <li>★ Setting up domain and server space.</li> </ul>

		<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Download <a href="#">Atom.io</a></li> <li>★ Complete Code Academy HTML (<a href="#">Learn HTML: Elements and Structure, Exercise 1-13</a>)</li> <li>★ Finalize domain and server space set-up.</li> <li>★ <b>REMINDER: Final Video due Tuesday (10/13) via Sakai.</b></li> </ul> <p><b>Recommended reading:</b></p> <ul style="list-style-type: none"> <li>★ Read 2 HTML articles, "<a href="#">Getting started with HTML</a>" and "<a href="#">HTML Text Fundamentals</a>"</li> </ul>
10	Tu: 10/13	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Visual literacy</li> <li>★ Web design basics &amp; HTML</li> <li>★ The worst website you've ever seen.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Create an "About" HTML Page. Submit on Sakai under "Assignments"</li> </ul>
	Th: 10/15	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Web design part 2</li> <li>★ Critique of "About" pages</li> <li>★ CSS</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Complete Code Academy <a href="#">CSS Setup and Selectors</a> Exercise 1-11 ("Intro to CSS" through "Specificity")</li> <li>★ Editing your "About" page with CSS. Submit on Sakai under "Assignments"</li> <li>★ Start brainstorming portfolio content</li> </ul>
11	Tu: 10/20	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Your story on the web</li> <li>★ Intro to WordPress</li> <li>★ Web Design lecture</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ LinkedIn Learning - <a href="#">WordPress Essential Training</a> <ul style="list-style-type: none"> <li>○ Getting Started (Using the WordPress admin panel and Using WordPress toolbar)</li> <li>○ Creating Pages</li> <li>○ Adding Images and Media</li> <li>○ Changing the Appearance of Your Site</li> </ul> </li> <li>★ Create an About page on your Wordpress site. Include written text from your HTML/CSS assignment and at least one image.</li> </ul>

	Th: 10/22	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Review WordPress assignment</li> <li>★ Structuring content for the web / planning your portfolio</li> <li>★ WordPress continued</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Copy &amp; sitemap for WordPress Assignment (Gather and write out your content - Next week is going to be mostly styling!)</li> <li>★ Find and modify one thing with CSS</li> <li>★ LinkedIn Learning - WordPress Essential Training <ul style="list-style-type: none"> <li>○ Changing the Appearance of Your Site (<i>if you haven't already</i>)</li> <li>○ Extending WordPress with Plugins</li> </ul> </li> </ul>
12	Tu: 10/27	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ WordPress continued</li> <li>★ Lab time for WordPress Assignment</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ ROUGH DRAFT OF WORDPRESS ASSIGNMENT DUE NEXT CLASS</li> </ul>
	Th: 10/29	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Group Critiques of WordPress sites</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ <b>FINAL WORDPRESS ASSIGNMENT DUE NEXT CLASS</b></li> </ul>
13	Tu: 11/3	<p><b>Class:</b></p> <ul style="list-style-type: none"> <li>★ Introduction to graphics</li> <li>★ Sources, ethics &amp; research</li> <li>★ Review Canva, etc.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>★ Make a video thumbnail for your video story</li> </ul>

	<b>Th: 11/5</b>	<b>Class:</b> <ul style="list-style-type: none"> <li>★ One theme, various types</li> <li>★ What is your graphic story?</li> </ul>
14	<b>Tu: 11/10</b>	<b>Class:</b> <ul style="list-style-type: none"> <li>★ Brainstorming exercise</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>★ Graphic for final story + text</li> </ul>
	<b>Th: 11/12</b>	<b>Class:</b> <ul style="list-style-type: none"> <li>★ Lab time + Final project review</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>★ Work on your final project!</li> <li>★ Rough draft review and critique due Tuesday</li> </ul>
15	<b>Tu: 11/17</b> (Last day of class)	<b>Class:</b> <ul style="list-style-type: none"> <li>★ Critique day</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>★ Work on your final project!</li> </ul>
16	<b>Sa: 11/21</b>	<i>Exam (Final Presentations) @ 7pm</i>