Design Your Life, Design Your Semester, Design Your World

ENGL 44HA

Spring 2026   Section 02   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/21/2026

Hi! I'm Professor Au-Co (O-ka) Tran. And I will be guiding you through our HUM 44 course this semester.

SECTION	DAYS/TIME	LOCATION
02	M/W 12PM - 1:15PM	Hugh Gillis Hall 120

This syllabus is a live document, so if you download or print it out, make sure to check back with this link often in case there are any changes.

This is a hybrid course with in-person meetings and TBD attendance at 6-8 events across the semester. Therefore, it is of utmost importance that you plan ahead for these events.

👤 Contact Information

Email: au-co.tran@sjsu.edu, but message me through Canvas or Discord. Emails may get buried under other emails. Canvas/Discord is just for students.

Virtual Office Hours: Tuesdays: 2PM - 4PM (Zoom only) No appointment necessary. Zoom link can be found on Canvas under the GENERAL INFO Module. For meeting times outside of this window, in-person or virtual, appointments are necessary; contact me via Canvas, Discord or in class to set it up.

Canvas will be the most important tool for this course. All your course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.) Please familiarize yourself with the system so that you can turn in assignments on time.

Contacting me: Contact me through Canvas. I will get back to you within 48 hours during the week. I generally don't check my message after 6PM on weekdays and at all over the weekend so keep that in mind.

Discord: Additionally, I highly encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. Request Discord info through Canvas messaging or ask a classmate.

Note: the responsibility to reach out when you need help or don't understand something is *on you*. Therefore, you are encouraged to come to office hours if you need clarification or extra help.

🕐 Course Information

ENGL 44HA is part of a set of courses required of all College of Humanities and Arts native first-year students starting with Fall 2025 (exempting BM degrees at this time) that, in their first year, helps them explore the values of college, design their current and future lives in terms of career and lifelong learning, explore the many programming opportunities at SJSU, linking these to larger issues in our culture; and then, in their junior year, students will
explore interdisciplinary inquiry in a 2-4 unit class outside of their major but within the College of Humanities and the Arts.

This three-unit class divided into three modules serves as an introduction to SJSU and to college for frosh students to explore the values and purpose of college, design a plan for pursuing a career and a value-filled life, explore the events, performances, and lectures at SJSU, and reflect upon the larger cultural values explored within these events.

Our course theme:

In our class, we will explore themes of professionalism, passion, and play, and how all three of those things can be synthesized into a meaningful life and, hopefully, impactful college experience.

🖥 Course Description and Requisites

Building a plan of a career and meaningful life through exploration of the importance and purpose of college and SJSU guided by readings, lectures, discussions, events, performances, and reflection on the explored cultural values.

Grading: ABC-/No Credit

High Impact Practice: First-Year Seminars and Experiences.

✳ Classroom Protocols

A note about life, etc etc.

If there's anything that 2020 has taught us, it's that life happens. You are in college, so your academics should take priority. However, I understand that sometimes putting your studies first can be nearly impossible. Therefore, for larger assignments, I will work with you as the problems arise to help you keep up, but I will not excuse you from those assignments. But it is *your* responsibility to reach out to me so we can work out a plan together. I can't know that you need help/accommodations unless you tell me.

The Golden Rule

Writing can be an extraordinarily vulnerable exercise. Compassion is one of the most important aspects of a writing workshop. This class is a safe space to experiment with voice, style, and subject matter. We are here to support each other's writing journeys and help build each other's confidence as well as reach their writing goals. Be respectful of each other in your critiques and be respectful of yourself.

General Class Policies

Attendance: You are expected to show up every day we have a meeting and participate.

You don't need to inform me if you have to miss a class. You can just check the weekly bulletins (explained below) on Canvas and with your peers on Discord for materials missed. If there's anything that you still need clarification on, come to office hours or make an appointment. Please don't simply message me and ask "did I miss anything important?"

DO let me know if there are larger issues that require you to miss several classes and we'll figure out a solution together.

Food & Drink: I would prefer it if you didn't eat during class as it can be distracting to your classmates and myself. However, if you absolutely must need to eat something, please only have quiet foods with no overwhelming smells. (No chips, crunchy fruits, fish, etc.) Drinks are fine.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we

respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

Submissions and Late Policies

Submissions: I will only accept submissions on Canvas. You will be informed of any exceptions to this.

Late Policy: Please keep in mind that the pacing of this class leaves very little room for late submissions. That said, I do have specific time periods for each assignment category for which I will accept late work. These will be reflected in each Canvas assignment. ("Due date": the assignment is due and you can get full credit if you submit the assignment before that date/time. "Available until": you can get partial credit if you turn it in by this date.) Once the assignment is closed, I will no longer accept late work.

- For warm ups:* These are the only assignments for which I will not accept late work. You are given time in class to do the assignment and will have until midnight Thursday each week to submit the assignment (for both Tuesday and Thursday warm ups).

- For in-class activities:* Please see the following table.

Attendance	Submission Status	Waiving Deductions See below table for further explanation.	Credit
Present	Submitted on time	///	100%
Present	Submitted late	///	70%
Absent	Submitted late	///	50%
Present	Submitted late (within 2 weeks after due date)	Submitted assignment, then attended office hours to discuss activity & response before the Available Until*" date	100%
Absent	Submitted late OR on time	Submitted assignment, then attended office hours to discuss activity & response before the Available Until*" date	100%
Absent	No submission	///	0%

On Canvas, the "Due Date" is the deadline. You have until the "Available Until" date to turn in assignments for late credit and attend office hours to waive any point deductions. Submissions after the assignment is closed will not be accepted.

Assignments submitted after the due date, but before the "available until" date will be considered late.

To waive the docked points penalty for late in-class activities, you must ask a peer or look on Canvas for the prompt and do the assignment on your own before coming to office hours before the "Available Until" date. At our meeting, you will discuss your thought process as you did the activity and any questions that you may have.

- For writing exercises/activities: assignments will be accepted up to a week after the deadline has closed for an automatic 70% credit. To waive the deduction, see policy for in-class assignment.

- For the campus event reflection essays: Deadline for all the reflections will be a week after the date of the event. I will accept late work for these assignments up to two weeks after the initial deadline for 25% off. Additionally, I will also accept those reflections up to the last day of instruction (5/11) for an automatic 50% off.

- Late work for the Nerd Out Project will be treated on a case-by-case basis if you contact me at least two days before the deadline. But most likely, I won't accept late work for this project as the timeline for getting in grades at the end of the semester is tight and I need time to grade the project before submitting final grades. If you don't contact me beforehand and have a late submission, your final grade will automatically lose 25%, so the highest grade you can get for the assignment is 75%.

*Warm-ups and Activities are usually scaffolding assignments, which means they are intended to build off of previous assignments and to set up future/larger assignments. So the order in which I have assigned them to you is intentional. If you miss one and do it later, that most likely renders the assignment not as helpful. So for that reason, late Warm-ups and Activities are not accepted after the assignment closes.

Copyrighted Materials

All lectures and course materials distributed in this course (including slides, presentations, tests, outlines, handouts, and similar materials) are protected by copyright law (S12-7). I am the exclusive owner of copyright in all materials created for the purpose of this class. For students enrolled in this course, I encourage you to take notes and make use of course materials for your own educational purposes, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) do not, nor knowingly allow others, to copy, reproduce, re-publish, upload, post, share, or distribute lecture notes or course materials in any way without my expressed written consent. This includes providing materials to commercial material suppliers such as CourseHero and other similar services.

General Class Protocol

Attendance: You are expected to show up every day we have a meeting and participate.

You don't need to inform me if you have to miss a class. You can just check the weekly bulletins (explained below) on Canvas and with your peers on Discord for materials missed. If there's anything that you still need clarification on, come to office hours or make an appointment. Please don't simply message me and ask "did I miss anything important?"

DO let me know if there are larger issues that require you to miss several classes and we'll figure out a solution together.

Food & Drink: I would prefer it if you didn't eat during class as it can be distracting to your classmates and myself. However, if you absolutely must need to eat something, please only have quiet foods with no overwhelming smells. (No chips, crunchy fruits, fish, etc.) Drinks are fine.

Consideration: We may discuss some topics and view some material which may be considered controversial. Remember that this classroom is a safe place to explore ideas, and make sure that you, personally, are doing your part to make sure that the classroom continues to be a safe place where we respect each other. When reviewing other students' work or responding to other students' comments, remember that your purpose here is to help fellow classmates become better writers (and to let them help you!). Do not take cheap shots at anyone in class.

Accommodations/Assistive Tech: If you need any special accommodations or assistance in technology due to a disability, you should contact the Accessible Education Center (AEC), and me.

AI & Plagiarism Policies

This class aims to help you develop your voice as a writer; you will be asked to talk about your own lived experiences and transform those stories into something meaningful in writing. Similarly, you will also be asked to think critically about the world around you. So the use of AI would be unproductive to those goals and to yourselves as writers, and most of all, learners.

That said: I'm not going to hold your hand on whether or not you use AI. But when I read your paper, I will be looking for human elements: ethos, personality, voice. And will be grading accordingly.

AI Disclosure:

If needed, you are welcome to use generative AI tools (e.g., ChatGPT, Dall-e, etc.) only for things such as finding information on your topic and/or checking grammar/style.

Required Conditions for AI use:

1. Transparency is mandatory: You must disclose all AI use in submitted work
2. Substantial personal contribution: You must make significant contributions and revisions to any AI-assisted work. (You should clarify these contributions in your disclosure statement.)
3. Final responsibility: You are responsible for the final product and any limitations or biases from AI tools. It is your responsibility to be accountable for what the assignment is asking and the work you submit.

Here are some ways in which you can phrase your disclosure statement:

- "I did all of this work on my own without assistance from tools, technology, or AI."

- "I did the first draft, but then asked AI/paraphrase/grammar software to read it and make suggestions. I made the following changes after this help:
    - Fixed spelling and grammar
    - Changed the structure or order
    - Rewrote entire sentences/paragraphs."
- "I used AI to help me generate ideas. [Describe that process.]"
- "I used AI to do an outline/first draft, which I then edited. [Describe the nature of your contributions.]"

The use of generative AI tools is not permitted in this course for the following activities:

- Using AI to write the majority of an essay without significant personal contributions or revision
- Failing to disclose AI use
- Using AI for assignments where it's not permitted
- Any unauthorized use of AI tools

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, contain misinformation, or unethical content). Your use of AI tools must be properly disclosed,documented and cited. *See these resources for* [MLA guidance](#), *and for* [other](#) [citation formats](#). Any assignment that is found to have used generative AI tools in unauthorized ways will be treated according to [San Jose State's AI and Plagiarism Policy.](#) When in doubt about permitted usage, please ask for clarification.

Extra support: Lastly, I understand that students use AI when they're stressed or need extra support for the assignment. I have tools in place to help you should you need it, including, but not limited to, working with you one-on-one during office hours, or referring you to the Writing Center. I would prefer to work with you so you can get the most out of this class than have you hand me an AI generated assignment.

▤ Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:
- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature
Department Office: FO 102
Department Website: [www.sjsu.edu/english (https://www.sjsu.edu/english)](https://www.sjsu.edu/english)
Department email: [english@sjsu.edu (mailto:english@sjsu.edu)](mailto:english@sjsu.edu)
Department phone number: 408-924-4425

◎ Course Goals

Program Learning Outcomes (PLO)

H&A Learning Outcomes (HALOs)

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

1. Articulate the value of a college education and how activities outside of classes can extend that value
2. Apply strategies learned in class on how to pursue curiosity and integrate it into one's life
3. Use the tools of various humanities and arts disciplines to describe and analyze the complexities and diversities of ways that humans have thrived and created meaningful lives,
4. Think critically and communicate effectively about the relationship between ethics and humanities and the arts in interpersonal relationships, community, and the world,
5. Use self-reflection and critical thinking about their own experiences and perspectives as tools for creating a meaningful life and connecting with their communities, and
6. Explain, analyze, and use various modes of humanistic expression including visual arts, performing arts, literary arts, and intellectual discourse as a means to create meaningful lives, spark curiosity, and live in community with others.

Course Goals

Upon successful completion of this College of Humanities and the Arts course, students will have:

1. discussed the values of a college education
2. designed some life plans that consider future career options and integrate values into one's future life
3. pursued practices that support their ability to effectively schedule their time
4. attended 6-8 College, University, or off-campus events that expose them to new intellectual ideas and/or artistic practices
5. written 6-8 reflexive responses about each of the events
6. engaged in conversation about how these events touch on larger themes
7. completed a video assessment of what they learned from the class

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)

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

1. Reflect on one's interests to explore various careers, and document interests and careers to serve as future resources
2. Provide effective summaries of events, lectures, performances, etc.
3. Create effective schedules for one's academic semester
4. Improve time management strategies
5. Engage in wide ranging conversations that will include themes of belonging and generating meaning in one's life

Department Information

- Department Name: English and Comparative Literature
- Department Office: FOB 102
- Department Website: www.sjsu.edu/english
- Department email: english@sjsu.edu
- Department phone number: 408-924-4425

📘 Course Materials

Required Technology

An electronic device (laptop, desktop, tablet): You will need this for almost every class as most of our coursework is on Canvas. SJSU has a free equipment loan program available for students.

Internet access: You're responsible for ensuring that you have access to reliable wi-fi for this class. If you're unable to access reliable wi-fi, you must let me know as soon as possible. See Learn Anywhere website for wi-fi options on campus.

The Canvas app on your phone: all announcements, grades, assignments will be posted on Canvas. For example, if I change a due date for an assignment, you'd want to know and the only way you can be sure you'd find out will be through a Canvas notification on your phone.

Zoom: all office hours will take place on Zoom (in-person appointments available given enough notice).

Discord (optional, but highly recommended): This is a good tool for asking general Qs when I am unavailable and bouncing ideas off of your peers if you're stuck.

Library Liaison: Peggy Cabrera

- Email: Peggy.Cabrera@sjsu.edu
- Phone: 408-808-2034

Course Requirements and Assignments

This course emphasizes the belief that writing is a process, not a product. Assignments are meant to get you into the habit of building effective writing habits (brainstorming, outline, pre-writing, etc). As such, I encourage you to view each assignment as one part of a larger whole as they are all meant to build on top of each other.

Weekly Bulletins: At the beginning of the week, I will post relevant information pertaining to that week's material such as reminders, articles, Google docs, notes. It is your responsibility to check those weekly announcements before asking me any questions; most likely, the answer could be found there.

For 5 secret e x t r a c r e d i t points applied to a major assignment of your choosing: Send in a meme, Tiktok, post, something silly/ridiculous that relates to anything related to our class. It can be connected to literally any topic we have mentioned within the four walls of our classroom. This means anything tangential, anything I or any of your peers have mentioned in passing, a meme I've shared, something related to a specific project, anything at all.

Along with the meme/post, write a couple of sentences explaining how it relates and/or what made you think of our class. I will only accept submissions starting Week 3 of the semester and will close submissions on the last day of instruction.

Most importantly, the first rule of this secret assignment is that we do not discuss this secret assignment out loud in class.

Now back to our regular programming.

Course instruction includes reflective writing, reading discussions, peer review, group work and presentations during class meeting times. You will be assigned weekly assignments to do outside of class (3-6 hours per week) that includes reading, writing, research and layout projects.

Assignment Format: I encourage you to bring in your personality into the way you format your assignments, even if it's an essay. From font, to title, to color--make it you and make it fun. Some requirements are as follows:

- Please make it legible. No cursive font in yellow on a neon green background. I'm old and I have old eyes.
- Must have MLA format (heading, page number, date)
- Must follow all of the project's requirements (max word count, citations, etc.)

Formatting Resource: Owl Purdue Online Writing Lab (https://owl.english.purdue.edu/owl/resource/747/01/)

Major Assignments

While this course will not have a final exam, it will have a culminating project in which you will produce a video, a podcast, a photo-essay, or another multimedia form. You will be introduced to this project at the beginning of the semester and we will do periodic check-ins throughout the semester about your progress.

Event Reflection Essays: You are required to attend 6-8 on-campus events throughout the semester and write a short reflection on each event. I've linked a list of approved events below, but you are free to swap out those events with any other ones that interest you.

Final project: Your final project, the "Nerd Out" project, will ask you to create a presentation about one approved subject that you're passionate about. It could be silly, serious, a mix of both. At the end of the semester, we will do a class showcase of each of our projects, spread over two days. We'll discuss more on this in class.

Minor Assignments

Weekly Warm-Ups*: You will have daily warm-ups to help you prepare for the day's discussion. Your responses to these assignments are meant to help you brainstorm and build up for the unit's project. You are given time in class to complete the assignment and will have until the end of class to complete it. Late submissions will not be accepted.

Activities: Assignments will be done in class, most often in groups.

Participation: My lectures are discussion-based, meaning I aim to be more of a moderator rather than someone talking at you for an hour and 15 minutes. I do not want to be the only one talking; you do not want me to be the only one talking. So please show up, ask good questions, listen with care and compassion. (Bonus: you get a little prize from me for speaking up!)

Conferences: This is an opportunity for me to check in on your progress on your project and for you to ask me any questions you may have.

✔ Grading Information

This course will be graded A/B/C/NC. In order to receive credit for the class, you must attend 6-8 events and produce the 6-8 responses accordingly, participate in class activities, participate in classroom conversation, and produce a final group assessment of the class in the final period.

As per the University's Grading Scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	NO CREDIT: 69 & lower
A = 93-96	B = 83-86	C = 73-76	
A- = 90-92	B- = 80-82	C- = 70-72	

- I use conventional rounding methods when determining percentages. 0.1 to 0.4 means I round down. 0.5 to 0.9 means I round up.
- I do not round up whole percentages. For example, if your total percentage at the end of the semester is 89.2%, that rounds down to 89%, which is a B+. The grade you received should be the grade you earned (barring any calculation errors). Do not message me at the end of the semester to ask me to round up to an A-. The answer will be no.
- Attendance grade. Canvas will show your grade for attendance. Disregard that. It's not included in your overall grade.
- You have two weeks from the date the grade is posted to make an appointment with me to ask about it. (Canvas always notifies you when your grades are posted, along with any comments. That's why it's encouraged to have the Canvas app on your phone.) Any later, and it's too late. Do not ask me at the end of the semester about an assignment from the beginning of the semester. Exceptions for this will be for your final project and final scores because I have about two weeks after the final meeting to get your grades in. So for that, you have one week to ask me.

Breakdown

Assignment Breakdown with Learning Goals and Outcome

I grade on a weighted system for the following sections. See below for detailed breakdown.

ASSIGNMENT	HALOs	%
ATTENDANCE AT 6-8 CAMPUS EVENTS; REFLECTION ABOUT EACH EVENT	1-6	30%
DAILY WARM-UPS	2, 4-6	15%
PRESENTATION RESPONSES, ACTIVITIES, PEER REVIEWS, PARTICIPATION	2-6	20%
SELF-EVALUATIONS	1-6	15%

FINAL PROJECT: "NERD OUT" MULTIMODAL PRESENTATION	1-6	20%
TOTAL	///	100%

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

In addition to our regular class meetings, another major requirement of this course is your attendance at 6 events on campus and write a short reflection on each one; I have indicated events I have curated for the class, but you can trade these out for others (both on and off campus) depending on your schedules or interests. In exchange for your time attending those events, there will be 8 days in the semester where we won't meet. The days are all on Monday and are already scheduled on the syllabus. They correspond with the events I've picked for our class. But if there are other things that are happening around campus that interest you more at other times, you can attend those instead. The only thing I ask you to keep in mind is that the final day to turn in the reflections for any event is May 11, our last day of instruction, so plan accordingly.

- [EVENTS LIST HERE](#)

Keep in mind that some of these events will need you to RSVP beforehand.

Note: The schedule is subject to change with fair notice in class, on Discord, or via Canvas.

WEEK	If link doesn't work, right click, and open in a new tab.
1	(M) 1/26: Introductions; Syllabus; Contract & Writing Questionnaire; (W) 1/28: Readings: ["Give Yourself Permission to be Creative" by Ethan Hawke](#)
2	(M) 2/2: Introduce Passion Unit (W) 2/4: In-class discussion; mini-showcase

3	(M) 2/9: NO CLASS; attend one of the events listed on the [Event List](#) here OR an alternative campus event (at a time that works for you) (W) 2/11: Readings: ["Reasons to Live Through the Apocalypse" by Nikita Gill](#)
4	(M) 2/16: NO CLASS; attend one of the events listed on the [Event List](#) here OR an alternative campus event (at a time that works for you) (W) 2/18: "Nerd Out" Project Proposal due
5	(M) 2/23: Conferences (W) 2/25: Conferences
6	(M) 3/2: Introduce Profession Unit (W) 3/4: Reading: [:"Self-Portrait" by Adam Zagajewski](#) & ["Self-Portrait as Exit Wounds" by Ocean Vuong](#)
7	(M) 3/9: NO CLASS; attend one of the events listed on the [Event List](#) here OR an alternative campus event (at a time that works for you) (W) 3/11: In-Class Discussion
8	(M) 3/16: NO CLASS; attend one of the events listed on the [Event List](#) here OR an alternative campus event (at a time that works for you) (W) 3/18: In-Class Discussion
9	(M) 3/23: NO CLASS; attend one of the events listed on the [Event List](#) here OR an alternative campus event (at a time that works for you) (W) 3/25: In-class Discussion
10	3/30 - 4/3: SPRING BREAK
11	(M) 4/6: NO CLASS; attend one of the events listed on the [Event List](#) here OR an alternative campus event (at a time that works for you) (W) 4/8: In-Class Discussion

12	(M) 4/13: Introduce Play Unit
	(W) 4/15: Reading: "The Opposite of Loneliness" by Marina Keegan (Content warnings: themes of mortality, existential anxiety)
13	(M) 4/20: NO CLASS; attend one of the events listed on the Event List here OR an alternative campus event (at a time that works for you)
	(W) 4/22: Conferences
14	(M) 4/27: Reading "Why AI Isn't Going to Make Art" by Ted Chiang
	(W) 4/29: Conferences
15	(M) 5/4: NO CLASS; attend one of the events listed on the Event List here OR an alternative campus event (at a time that works for you)
	(W) 5/6: First half of "Nerd Out" Project showcase (this means final draft if you're in this group)
16	(M) 5/11: Second half of "Nerd Out" Project showcase (this means final draft if you're in this group)
	We do not meet the following day: • 5/18: Self-Evaluation/Class Reflection due