

LAE 5370-01:

Teaching English in College

Summer 2018

Meeting Days: Tuesdays and Thursdays

Time: 9:30 a.m. – 12:15 p.m.

Location: 318 Williams Building (WMS)

Instructor: Dr. Deborah Coxwell-Teague

Office: WMS 222E

Email: dteague@fsu.edu

Program Assistants: Amy Cicchino (atc15c@my.fsu.edu) and Katelyn Stark (kas16t@my.fsu.edu)

Course Goals

In this course, you will examine current perspectives, theories, and directions in composition teaching, and you will also take a close look at composing processes. In addition, you will study writers' and teachers' roles in the classroom, collaboration, and the relationship among speaking, writing, and reading. The goal is to develop a teaching philosophy that synthesizes composition theory, your own teaching style, curricular requirements, and student needs. We will ask questions such as "What do we teach and why? What do we not teach and why? Who are our students? How do I teach and why? How do I respond to student writing and why? How do I evaluate student writing and why?"

Required Materials

- FSU Custom Edition of *Writing Situations*. Sidney I. Dobrin. Pearson, 2015 (copies provided).
- FSU Custom Edition of *The Bedford Book of Genres*. Amy Braziller and Elizabeth Kleinfeld. Bedford/St. Martin's, 2018 (copies provided).
- Digital access to the 2017-2018 edition of *The Teachers' Guide* and ENC 2135 Materials is available through our Wix site: <http://coursepolicysheets.wix.com/enc2135>

Course Policies

- Type all your work.
- More than one absence will result in a lowered grade.
- All written work must be submitted on time to receive full credit.
- All assignments must be completed to receive a grade in this course.
- This course will meet on Tuesdays and Thursdays for six weeks, June 25-August 3. Each class will be divided into two parts:

9:30 – 10:45	Part I	Announcements and discussion of assigned readings
10:45 – 11:00	Break	
11:00 – 12:15	Part II	Presentations by guest speakers and discussion of various CC issues and concerns

Part I: During this first section, we will discuss the assigned readings. Class members will take turns leading discussions/activities.

“C” = Canvas Modules // “TG” = *The Teachers' Guide*

Part II: After break, experienced teaching assistants will visit with us and share a variety of teaching ideas and approaches.

We are available to talk with you after class and through email. Please contact us if you have any questions or concerns about your work in this course. We expect everyone to contribute to the class' learning and to respect the contributions of others.

Required Activities and Assignments

Reading Responses:

As a way to personally reflect on our readings, you will hand in approximately ½ page (single-spaced) of typed informal response per article/text. Please compile all your reading responses for each day's class in one document and bring a paper copy to class in addition to posting them to Canvas. Responses are due in class the day each reading is discussed.

QQC Blog Posts:

As a way to reflect collectively, you will also be required to post to our course blog before each class. Each post must contain **two questions** you have about the reading, its content, its argument, or its relation to teaching and **one comment** that responds back to a peer's questions. If you are the first person to comment, please return to the blog and comment on a peer's question once more have been posted. Please post to the blog by **8 p.m. the night before class** so that we have enough time to read blog posts before we meet in person.

Lead In-Class Discussion:

You will choose one assigned reading and lead our in-class discussion concerning that reading. In order to prepare for this, you will need to fully read through your peers' QQC blog posts and come prepared with questions, prompts and/or activities.

Prepare a Teaching Philosophy:

Throughout the summer, you will create an in-progress teaching philosophy in which you share your ideas about responding and evaluating, teacher-student roles, and the goals and outcomes of teaching composition. It might be helpful for you to ground your teaching practices in the theories that we read throughout the summer.

Intern in a Section of ENC 1101 or ENC 2135:

You will serve as an intern in an ENC 1101 or 2135 class being taught this summer, which meets at 8:00 a.m., 1:15 p.m., 3 p.m., or 4:45 p.m. You will attend this class every day, Monday – Thursday, July 2-July 26, (Weeks 2-5) of the summer session. You are not required to intern during the first or last week of the session.

Keep a Daily Internship Journal:

During your internship, you will keep an informal journal that will be submitted at the end of the semester in which you regularly reflect on your observations and participation in your ENC 1101 or 2135 internship classroom. This journal can be kept on paper or digitally. You will need to add to your journal during or after each day of your internship.

Write Two Self-Reflections:

At the end of the semester, you will compose two self-reflections:

- One (2 page, double-spaced) reflection concerning the sum compilation of your returned reading responses and your class participation/involvement.
- One (2 page, double-spaced) reflection over your internship experiences and daily internship journal.

Create an Online Teaching Portfolio:

The final evaluation for this course is based on your participation and attendance in the course and internship, on-time completion of reading responses and QQC blog posts, and the digital teaching portfolio (ePortfolio) that you will submit

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to Dr. Coxwell-Teague (dteague@fsu.edu) by **4 p.m. on Sunday, August 5**. Think of this portfolio as something that will evolve throughout your teaching career here at Florida State.

Your portfolio should...

- Show development over the course of the summer term.
- Include a variety of texts from the course. See below for a list of specific documents to include.

Assignment Descriptions

Reading Responses

Reading responses go beyond summary of the assigned articles and chapters from *Writing Situations* and *The Bedford Book of Genres*. In your responses, you should interpret, analyze, and apply the ideas in the articles and chapters to your teaching.

These **typed** responses can be informal reactions, yet you should also make substantive attempts to deal with the issues, conflicts, and new ideas that you encounter in the readings and in class discussion. You might address the following:

- Explain initial reactions to the readings
- Make potential connections to other works
- Reflect on your past experiences as a composer, student, teacher, etc. and connect those experiences to the content of the readings
- *Do not* get overly wrapped up in a critique of the structure or “quality” of the writing in the articles
- *Do* critique the ideas all you want
- Concentrate on extracting the point of the readings and applying them to your future classroom

Always bring a paper copy of your typed reading responses to class on the day scheduled to discuss the readings in addition to posting them digitally to Canvas. Dr. Coxwell-Teague, Amy, or Katelyn will comment on your reflections and return them to you at the beginning of the next class. **Please retain these commented versions, as you will need when you prepare your final ePortfolio at the end of the summer term.** You do not need to turn in reading responses of selections from *The FSU Teachers’ Guide*, *Our Own Words*, or *The Inkwell*. However, your QQC blog posts should include ideas related to these readings.

Format: approximately ½ page (typed, single-spaced) per reading. Please compile all your ½ pages together in one document when you turn them in for comments. So, if there are four assigned readings for a class, you will be expected to turn in one page, printed on both sides, with four ½ page responses.

QQC Blog Posts

In order to reflect collectively as a class, you will be required to post to our course blog before every class. These posts will be in the form of QQC: Question, Question, Comment. You will post **two Questions** and **one Comment**. Your **two questions** can cover the reading, its content, its argument, or its relation to teaching, and **your one comment** should respond to a peer’s questions.

QQC blog entries need to be posted by **8 p.m. the night before class** in order to allow the rest of the class time to review and read through the online discussion. Our course blog will use Blogger software; accounts, passwords, and access privileges will be dealt with within the first week.

Lead One In-Class Discussion

During the first week, you will choose a reading and sign up to lead our class discussion. In addition to personally reflecting on your chosen reading, you will also need to read through the class’ blog QQC posts, compile your peers’ general responses, and come prepared to start a reflective, productive, and thought-provoking in class discussion/activity. In these discussion, we encourage you to connect the readings to classroom activities that you’ve observed in your internship or activities that you could envision yourself developing for your own classroom.

Prepare a Teaching Philosophy

Your teaching philosophy should be a work in progress. It needs to be coherent and organized, but still personal and thoughtful. It is where you synthesize as much as possible of what we've discussed, read, and experienced this semester. What's most important is to wrestle with the questions below and take a stab at all three areas, plus others that you add. There is no particularly "right" way of organizing the material, except to cover the three areas below in some way. Below are some possible directions for your thinking/reflecting.

Responding and Evaluating

- What are your styles and philosophies of responding to and evaluating students and where do they come from?
- What's the difference or the relationship between response and evaluation?
- How do you decide how much to respond, when to respond, and in what form to respond?
- What's the ideal connection between teacher response and peer response in a writing course? What are the roles of teacher as responder and peer as responder?
- What's the primary goal when responding to a student paper? What are the second, third, and least important goals?
- Where do individual conference and oral response to student papers and student performance fit into your overall philosophy of response?

Teacher-Student Roles

- What concepts, theories, philosophies, or ideas influence you as a teacher?
- What experiences, positive and negative, have influenced you as a teacher?
- How do you see yourself as a teacher? What roles do you want to take, when and where and why?
- How do you see yourself changing as a teacher, from any kind of teaching experiences you've had in the past, to now, and in the future? Why and how do teachers change?
- What do you think you will like and dislike about teaching?

Goals and Mission

- What do you see as your purpose as a teacher in a liberal arts education and in the world of language?
- How do you want your class to impact your students as writers, students, and/or individuals?
- What concepts, theories, and research inform your teaching plans and goals?
- What sorts of activities will take place in your classroom and how do they support, resist, complicate, and/or provoke your classroom goals?
- What teaching issues are you still uncertain about? What teaching issues remain imponderables to you and how will you approach them?

Intern in a Section of ENC 1101 or ENC 2135

Interning in a college composition class this summer will be one of the most important activities you'll engage in; it's where you'll see the theories we're reading and discussing enacted. You will participate in the in-class writing and discussion activities, watch carefully, take notes in your daily internship journal, ask questions of students and your mentor/teacher, and write descriptions to share with your fellow teachers-in-training in LAE 5370. You will read over a set of student papers to which your mentor/teacher has responded, and near the end of the session, you will respond to a set of papers. You will also do some teaching in the class; this is your chance to do some practice teaching with supportive feedback.

Requirements

- Contact your mentor/teacher by the end of the first week of summer training. All email addresses of graduate

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students are available online at <http://english.fsu.edu/admin/>

- Intern assignments will be made via email by Friday, June 29th. Introduce yourself and let the teacher know you will be interning in his/her classroom. Get to class a few minutes early the first day of class (Monday, July 2) and introduce yourself to the mentor/teacher before class starts (if you haven't already met your mentor face-to-face). If the teacher walks in late and starts class without noticing you, wait until he/she says something to you or introduce yourself after class is over.
- Serve as an intern in the class Monday, July 2, through Thursday, July 26. Take notes each day in your journal and participate in all the in-class writing. By the end of your second week in the classroom, you will be expected to begin leading some of the class activities. If you miss a day of interning (only for illness), you should let your mentor/teacher know before you fail to show for class.
- Near the beginning of your internship, read an entire set of student essays to which your mentor/teacher has responded. Near the end of your internship, you will respond to 10-12 student essays and discuss your responses with your mentor/teacher.

Questions That Often Arise

- *What if my mentor/teacher does something that we've been told not to do?*
You don't have to "report" on your mentor/teacher at any point. Skip over that item in your notes. You should feel free to ask your mentor/teacher about whatever seems a deviation from the program requirements; chances are they have a good rationale for doing things differently. Part of the purpose of observations is to see what variations and options are possible, within the requirements.
- *What if I hear or see something by a student that the teacher needs to know about?*
This is a judgment call. Most likely, the teacher already knows whatever happened and chose to ignore it or handled it when you weren't around. Ask Dr. Coxwell-Teague, Amy, or Katelyn for advice if you're uncertain.
- *What if my mentor/teacher just doesn't teach the way I do?*
You will encounter many teachers during your career with whom you disagree over methods and rationale. Take this opportunity to ask questions without making judgments, to listen and think about the many effective methods of teaching; ask Dr. Coxwell-Teague, Amy, or Katelyn for advice if it really bothers you.

Keep a Daily Internship Journal

Every day you attend your ENC 1101 or ENC 2135 internship, make informal notes. These notes can include teaching ideas, observations, class activities, reflections, or just general thought experiments about teaching. These entries do not need to be formal or edited; they simply need to help you work through the experiences, issues, or concerns you have concerning your internship.

Write Two Self-Reflections:

At the end of the semester you will compose **two** self-evaluations:

- **One (2 page, double-spaced) reflection** concerning the sum compilation of your returned reading responses and your class participation/involvement
Please use the following questions to think with:
 - What do you think of your work as a graduate student in this class? What was your strongest effort and what was your weakest effort?
 - What are the most important things you learned or remembered or practiced in this class? Discuss one or two. Tell why they seem the most important to you.
 - What readings (one or two) were the most influential on your thinking and why? What activities from this class changed your perspective the most and why

- **One (2 page, double-spaced) reflection** over your internship experiences and daily internship journal. While discussing these experiences, also weave in pieces of your own developing teaching style and philosophies. Consider how all your experiences will affect your pedagogies in the coming year.

Create an Online Teaching Portfolio

You will need to submit your digital teaching portfolio by **Sunday, August 5, at 4 p.m.** Think of this portfolio as something that will evolve throughout your teaching career here at Florida State. You may even choose to send this portfolio to potential employers when you go on the job market in a few years. However, there are several guidelines that we would like you to follow in your LAE 5370 “bootcamp” iteration of your digital teaching portfolio. Your portfolio should

- Show development over the course of the summer term
- Include a variety of texts from the course. See below for a list of specific documents to include.

With this in mind, think about the construction of this portfolio as proceeding in three stages:

- **Collect:** begin by reviewing the work that you have done over the course of the summer term. It will be a lot and you will be impressed with yourself!
- **Select:** think about how you wish to present yourself as a teacher in the portfolio and what items are required for completion of this course. Your selections should reflect “development” and “variety” as mentioned above. Your selection will be especially important as you choose five of your individual reading responses to include in this portfolio.
- **Reflect:** This portfolio should not be regarded as merely a collection of your work this semester that you hand over to Dr. Coxwell-Teague for a grade. Instead, this teaching portfolio is an opportunity for you to present yourself as a new instructor of writing, to guide your reader through your work, and to curate your reader’s experience through reflective texts that you create for the portfolio. These additions to your portfolio are informal and should reflect your voice. Each reflective text need only be between 50 and 100 words. You will be required to include a minimum of seven reflective texts that curate your portfolio for readers. Five of these texts will accompany the reading responses that you selected in the previous step. You can include the remaining two reflective texts wherever you see fit. (One of these texts can be a table of contents that introduces your reader to your portfolio.)

Assignments to be included in our Teaching ePortfolio for this course:

- Teaching philosophy (2 pages, double-spaced)
- ENC1101/2135 daily internship journal (typed and uploaded or handwritten and scanned)
- Five** reading responses selected from those you wrote throughout the semester (1/2 page each, typed, single-spaced)
- Reflective texts created for this ePortfolio:
 - **Five** reflections on the reading responses you selected (1 reflection per response; 50-100 words each). These reflections should respond to/reflect upon the earlier feedback you receive from Dr. Coxwell-Teague, Amy, or Katelyn. For example, “Dr. Coxwell-Teague suggested...when she read my response. This led me to consider...”
 - ENC1101/2135 daily internship journal self-reflection (2 pages, double-spaced)
 - As you look back over your daily internship journal, consider your own developing teaching style and philosophies. How might your experiences impact your pedagogies in the coming year?
 - Self-reflection on the past 6 weeks, including the compilation of your returned reading responses and your participation in class and on the blog (2 pages, double-spaced)
 - Some questions to think with: What do you think of your work as a grad student in this class? What were your strongest efforts and what could have used improvement? What are the most important

things you learned or remembered or practiced in this class? Why do they seem the most important to you? What readings (one or two) were the most influential on your thinking and why? What activities from this class changed your perspective the most and why?

- Two teaching strand reflections (1/2 page, double-spaced for each 1101 and 2135)
 - Which 1101 and 2135 strands are you planning to use when you teach? Why have you chosen these strands? How do these strands connect to your teaching philosophy, our readings, and/or your internship?
- Two additional texts included where you see fit (50-100 words each)
 - One of these texts may be a table of contents. The order and navigability of your ePortfolio is important. No two people will set up their ePortfolios in the same way.
- Any other additions are welcome! Additional texts may come from outside the class, the RWC course, etc.

How do I make an ePortfolio?

You are welcome to use the digital format that you are most comfortable with for building this portfolio. Digital portfolios can be made using Microsoft Word or Adobe. However, we suggest checking out the four portfolio hosting sites below. Collectively, they cater to a variety of digital “comfort zones” and all of them have blog functions that you might choose to use for your ENC 1101/2135 Observation Journals. We encourage you to visit these links, click around, and see which platform you are most comfortable with. Although we will go over some of the basics for building your ePortfolio in class, please take advantage of the Digital Studios that are located in both Williams and Johnston Ground. To make an appointment visit: <http://fsu.mywconline.com/>

- **Weebly:** <http://www.weebly.com/>
 - Weebly is a very user friendly website hosting site that provides a variety of creative templates that are easy to use.
- **Wix:** <http://www.wix.com/>
 - Wix is a dynamic platform that uses both Adobe Flash and HTML 5. The templates range from easy to use to more complex and requiring a higher level of familiarity with this platform.
- **Wordpress:** <http://www.wordpress.com/>
 - Wordpress is a blog platform that can also be used to host ePortfolios. Wordpress offers templates that allow you to present your information chronologically or through personalized tagging systems.
- **The FSU Career Center** offers an ePortfolio platform students can use. Information on this option can be found here: <http://www.career.fsu.edu/content/download/190330/1647492/Career%20Portfolio%20User's%20Guide.pdf>

Reading, Response, and Discussion Schedule

Please complete each reading in advance of the class day shown on the calendar.

Week 1: Overview of Course, FSU's College Composition Program, and Introduction to Composition in the Academy

Tuesday, June 26	
<ul style="list-style-type: none"> ▪ Introductions, Course Overview ▪ Icebreaker: Katelyn and Amy ▪ Introduction to Canvas and the Course Blog: Amy Cicchino ▪ Brief Introduction to Your Summer ePortfolio: Katelyn Stark ▪ PIE Presentation (Lisa Liseno) 	
Thursday, June 28	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ Parts I & II (Teacher's Guide) ▪ WPA Outcomes Statement (C) ▪ "What Is Composition and ...Why Do We Teach It?" (Bartholomae, C) ▪ "Process Pedagogy" (Tobin, C) ▪ "Composition Theory in the Eighties: Axiological Consensus and Paradigmatic Diversity" (Fulkerson, C) 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Intro to ENC 1101: Dyan Neary ▪ Intro to ENC 2135: Rob Cole ▪ Leading In-Class Discussions: Keegan Cooper

Week 2: Composition in the Academy Part I

Tuesday, July 3	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ "Teaching a Composition Class..." (Tobin, C) ▪ "Technology and Literacy..." (Selfe, C) ▪ "Made Not Only in Words..." (Yancey, C) ▪ "The Design of Web 2.0: The Rise of the Template, The Fall of Design" (Arola, C) 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Technology in the Classroom: Kamila Albert & Kyle Kineman ▪ Teaching in the Computer Classroom: Joel Bergholtz
Thursday, July 5	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ "The Rhetorical Situation" (Bitzer, C) ▪ "When the First Voice You Hear Is Not Your Own" (Royster, C) ▪ "Where We Are: Disability & Accessibility: Moving Beyond Disability 2.0 in Composition Studies" (Wood, Dolmage, Price, Lewiecki-Wilson, C) ▪ <i>Writing Situations</i>, Parts 1-4 (required textbook for ENC 1101) 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Inclusion and the Classroom: Rita Mookerjee ▪ Counseling, Services, and the Unthinkable: Katelyn Stark ▪ Student Services: Ellen Crabtree and Nikki Raimondi

Week 3: Composition in the Academy—Part II

Tuesday, July 10	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ “Beyond ‘Gotcha’: Situating Plagiarism” (Price, C) ▪ “Plagiarism, originality, assemblage” (Johnson-Eilola and Selber, C) ▪ “The Fair Use Doctrine...” (Rife, C) ▪ Introduction to <i>Remix: Making Art and Commerce Thrive in the Hybrid Economy</i> (Lessig, C, only pp. 1-19) 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Avoiding Plagiarism, Handling Plagiarism: Tiffany Isaacs ▪ Helping Students Find their Voice: Dorothy Chan ▪ Journals: Jessi Thomsen
Thursday, July 12	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ “Revision Strategies of Student Writers and Experienced Adult Writers” (Sommers, C) ▪ “Teaching Grammar” (Bishop, C) ▪ Part III & IV (TG) ▪ <i>Writing Situations</i>, Parts 5-7 (required textbook for ENC 1101) 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Workshopping: Antonio Hamilton ▪ Revision: Tanya Grae ▪ Invention and Drafting: Emily Scott

Week 4: Teaching ENC 2135 at FSU

Tuesday, July 17	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ “Racism in Writing Programs and the CWPA” (Inoue, C) ▪ “A Multimodal, Task-Based Framework for Composing” (Shipka, C) ▪ Excerpts from <i>Naming What We Know</i> (C) ▪ <i>The Bedford Book of Genres</i>—Chapters 1-4 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Including International Perspectives: Camille Vilela <p>An overview of ENC 2135 Projects</p> <ul style="list-style-type: none"> ▪ Project One: Mat Wenzel ▪ Project Two: Margaret Mauk ▪ Project Three: Whitney Gilchrist
Thursday, July 19	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ “Navigating Genres” (Dirk, C) ▪ “Generalizing about Genre” (Devitt, C) ▪ <i>The Bedford Book of Genres</i>—Chapters 5-10 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ The creators of our 2135 textbook, <i>The Bedford Book of Genres</i>, are here

Week 5: Teaching Composition at FSU

Tuesday, July 24	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ “Teacher Response as Conversation” (Straub, C) ▪ “Ranking, Evaluating, and Liking” (Elbow, C) ▪ “Learning to Praise” (Daiker, C) ▪ “What Is a Grade?” (Belanoff, C) 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Using Rubrics and Assessment Guides: Brendan Hawkins ▪ Responding to Student Writing: Julianna Edmonds & Sarah Afzal ▪ The Challenge of Assigning Grades: Liana Clarke & Jeannine Ortega
Thursday, July 26	
<p>Readings to Discuss:</p> <ul style="list-style-type: none"> ▪ “Moving Writers...A Genre Approach” (Reiff, C) ▪ "Portfolios in the Classroom" (Yancey, C) ▪ "The Multiple Media of Texts" (Wysocki, C) 	<p>Guest Speakers:</p> <ul style="list-style-type: none"> ▪ Reflection in the CC Classroom: Jessi Thomsen ▪ Genre in the CC Classroom: Maari Carter ▪ Portfolio or Paper-by-Paper Grading: Ramsey Mathews (ePortfolios) & Kristy Cherry-Randle (paper-by-paper)

Week 6: Wrapping Up

Tuesday, July 31	
<p>An introduction to Canvas: Amy Cicchino</p> <p>Preparing for the Unusual:</p> <ul style="list-style-type: none"> ▪ Rob Cole ▪ Rita Mookerjee ▪ Dustin Pearson ▪ Cody Smith ▪ Jessi Thomsen <p>Representing the MA Experience: Candace Daymond</p>	<ul style="list-style-type: none"> ▪ Please prepare a few questions or comments that have come up during the previous five weeks of the course and bring them to class on this day. You will have time to address them to our CC mentors during the second half of class. In addition, we have asked our CC mentors to consider their experiences with some of the following situations: Mentor Discussion will Include: <ul style="list-style-type: none"> ▪ Balancing the demands of being a grad student and teacher ▪ Grade complaints during/at end of semester ▪ Student challenging your authority in front of class ▪ Inappropriate behaviors/dress ▪ Overly friendly workshops ▪ Discussions about controversial topics or issues
Thursday, August 2	
<ul style="list-style-type: none"> ▪ Workshop Drafts of Final Projects (in class) ▪ Course Evaluations ▪ 11:00am: Potluck Luncheon at Dr. Coxwell-Teague’s Home (map forthcoming) 	

