

TED 6319
Special Topics: Transnational and transfronterizx literacy practices
CRN 35620
Summer 2018

“Una de las tareas del educador o la educadora progresista, a través del análisis político, serio y correcto, es descubrir las posibilidades –cualesquiera que sean los obstáculos– para la esperanza, sin la cual poco podemos hacer porque difícilmente luchamos” (Freire, 2002, La pedagogía de la esperanza, p. 9).

Instructor: María Teresa (Mayte) de la Piedra, Ph.D.

Office: College of Education, Rm. 805

Office Hours

Online: Anytime in “Helping each other,” located in “Discussions” in BlackBoard (BB)

Email: Email is the best way to contact me. I will answer emails within 48 hours of receiving them. Please include “TED 6319” in your subject line.

By phone: **By appointment only.** Please, make an appointment with me via email a few days earlier.

Face-to-face: **By appointment only.** In room 805, M & W, 8:20-9:00pm.

E-mail: mdelapiedra@utep.edu

Phone: (915) 747-5527

Credit Hours: 3

Hybrid: 60 % online, 8 weeks (Jun 11-Aug 3, 2018)

Face-to Face meetings: **MW from 5:30-8:20 pm**, Room 308

ONLINE PREPARATION

This is a fast-paced, intense course that covers the content typically taught in a 15-week semester. To succeed in this course, you are expected to invest **at least 15-18 hours each week** to study the course content and complete the assignments. Please read the syllabus carefully, understand what you need to do, and plan your week accordingly.

COURSE DESCRIPTION

The course will address studies that document transnational students and their experiences in US schools as well as in Mexican schools. We will discuss concepts key to understanding the transnational experience with language, literacy, and identity in academic settings.

Research on transfronterizxs living on the El Paso/Cd. Juárez area by border scholars will be analyzed. By focusing on transfronterizxs, we highlight the intensity of the border crossings that take place along the geographical and cultural border. Notions discussed in this course are:

language and literacies as funds of knowledge and community cultural wealth, translanguaging practices, and superdiversity in relation to language and literacy. **Students will participate in a collective research project about narratives of transfronterizx students' crossings, with the opportunity to submit a collective manuscript for publication.**

STUDENT LEARNING OUTCOMES

By the end of the class, students will:

1. Analyze multiple studies focused on transnational/transfronterizx students and their language and literacy practices.
2. Produce a short literature review on a topic of interest around transnational/transfronterizx language and literacy practices.
3. Plan, conduct and analyze life histories or *testimonios* in order to study the crossings of transfronterizx students in relation to education;
4. Apply the main concepts, ideas, and theories studied when analyzing data and reporting findings;
5. Write up the findings of a collective study on *testimonios* of the border-crossings of transfronterizx students.

REQUIRED TEXTBOOKS

- de la Piedra, M.T. Araujo, B. & Esquinca, A. (2018). *Educating Across Borders. The Case of a Dual Language Program on the U.S.-Mexico Border*. Tucson: University of Arizona Press.
- Skerrett, A. (2015). *Teaching transnational youth: Literacy and education is a changing world*. NY: Teachers College Press.
- Additional course materials will be posted on Blackboard.

GRADING & EVALUATION

Grading Scale

A: 91-100%

B: 81-90%

C: 71-80%

D: 61-70%

An "A" means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

A "B" means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of "A" work, particularly written work that demonstrates

less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

A “C” for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

Below a C is failing a graduate course or a graduate assignment.

Late Assignments

Because this is a fast-paced, intense course, **late assignments will NOT be accepted**. It is important for students to stay on track and submit assignments on time. If you anticipate your assignment will be late due to unusual circumstances, **please contact me to discuss your situation prior to the due date of the assignment**. Adjustments may be made at that time. You may be asked to provide supportive documents, such as doctor’s notes. Without prior notice, late assignments will NOT receive any credit.

ASSIGNMENTS

Assignment	Points	Due date
IRB training	10 points	6/15
Online Reading Reflections	20 points, 4x5 points	6/18, 7/2, 7/9, 7/16
Mini Synthesis of Literature Review	5 points	6/25
Online Feedback to Peers	10 points, 5x2 points	6/20, 6/27, 7/4, 7/11, 7/18
Interviews and transcripts	15 points, 3x5 points	6/29, 7/11, 7/20
Individual oral presentation	10 points	7/25
Individual Report: Analysis of one life history or <i>testimonio</i>	20 points	7/27
Partial written report: Collective analysis	10 points	8/3

IRB training (10 points)

In order to participate in the study and major assignment of this course, students will have to complete and pass the IRB online course (CITI training) by the first week of classes. Students will submit the certificate of *Social and Behavioral Responsible Conduct of Research* required by the UTEP IRB.

Online Reading Reflections (20 points, 4x5 points)

Students will write a reading reflection answering questions posted by the professor. Please, see rubric below and calendar. Most of the reflections will be done during the online sessions.

Mini Synthesis of Literature Review (5 points)

Students will produce an overview and descriptive analysis of relevant research literature for their research topics. Students will focus on a specific sub-topic in relation to “**transnational students in the US**”, such as identity, language practices, literacy practices, translanguaging, digital literacies, STEM literacy, hybridity, educational models (i.e. dual language), teacher’s attitudes toward transnational students, transnational families, and funds of knowledge. Students will report on the major findings learned by reading **3 current research articles** (in the last 5 years) (1500-2000 words).

Online Feedback to Peers (10 points: 5 x 2 points)

Each online class/week, students will provide feedback to **at least three peers** on the Blackboard discussion board. Please write at least **150 words for each required reply**. In your replies, please use the **main ideas covered by the assigned readings**.

Interviews and transcripts (15 points)

The student will conduct 3 interviews with one transfronterizx, following Seidman’s recommendations for in-depth phenomenological interviewing. The three interviews have the purpose to reconstruct the transfronterizx educational experience and to understand how it relates to the interviewee’s experiences as a border-crosser for educational purposes. The student will transcribe each interview conducted for a total of 3 interviews. A standard interview protocol approved by IRB will be used. Only pseudonyms will be used. Please, do not use the interviewees’ real names. Each interview will last about 60 minutes. Students should expect to spend about 8 hours for transcription per hour of interview. Students are encouraged to seek assistance from the EL3 lab in Room EDUC 310 for software and transcription equipment. Do not conduct interviews until you have passed your IRB CITI training.

Individual Report: Analysis of one life history or testimonio (20 points)

With the help of the professor and the other students in the class, you will analyze your 3 interviews and develop an individual report of your findings (8-10 pages, double space).

Individual oral presentation (10 points)

You will organize a presentation of the *testimonio* collected, transcribed and analyzed individually. This will be a 10-minute oral presentation using PowerPoint or Prezi.

Partial written report: Collective analysis (10 points)

As a group, the professor and the students in the course will design a written report that will combine the *testimonios* gathered by researchers and present the collective analysis performed during the course using theories and concepts covered in class. The purpose of this collective project is to write a manuscript draft for possible publication.

Rubric for Evaluating Reading Reflection

	OUTSTANDING (5 PTS)	MEETS STANDARD (3-4PTS)	DOES NOT MEET STANDARD (0-2PTS)
Ideas	Post responds to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.	Post responds to all questions. Post makes connections to the readings & other materials assigned for the week.	Post does not respond to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent.	Writing is clear and understandable.	Post is difficult to read.

Rubric for Evaluating Literature Review

	OUTSTANDING (5 PTS)	MEETS STANDARD (3-4PTS)	DOES NOT MEET STANDARD (0-2PTS)
Ideas	Summarizes main points of three relevant studies (research articles). Compares and contrast the findings reviewed, and concludes with possible gaps for further research.	Summarizes main points of three relevant studies (research articles). Compares and contrast the findings reviewed.	Summarizes main points of three studies (research articles).
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent.	Writing is clear and understandable.	Post is difficult to read.

Rubric for Weekly Feedback to Peers

	OUTSTANDING (3 PTS)	MEETS STANDARD (2)	DOES NOT MEET STANDARD (0-1)
Ideas	Points in the feedback post are well developed and grounded in the readings & other materials assigned for the week. Demonstrates knowledge of the material covered. Thoughtful, relevant suggestions and/or questions.	Feedback post makes connections to the readings & other materials assigned for the week. Relevant suggestions and/or questions.	Points in the feedback post are not well, supported or grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent.	Writing is clear and understandable.	Post is difficult to read.

Rubric for Oral Presentation

10 Outstanding	8-9 Meets standard	7 Nearly meets standard	6 or less Does not meet standard
Student is well prepared and has a solid understanding of the findings and theories used in the analysis.	Student is prepared and the research findings are well organized.	Student is prepared but the findings/themes are not organized.	Student is not prepared, has not organized research findings.
Presentation clearly includes main findings/themes and rich detailed examples that support these claims.	Presentation includes good examples that support major claims, but not all are relevant.	Most claims are not well supported by evidence.	Does not present relevant examples.
Findings demonstrate that student has gained in-depth understanding of the topic through her/his own research. Findings are a contribution to studies on transfronterix students.	Findings demonstrate that the student has gained understanding of the topic through her/his own research.	Findings demonstrate that the student has gained some understanding of the topic through her/his own research.	Student does not demonstrate understanding of the findings or the research topic.

NETIQUETTE & DISCUSSION EXPECTATIONS

“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

TECHNICAL ASSISTANCE

If you have technical problems with the course, please contact the UTEP Helpdesk:

- M – F 7am-8pm, Saturdays 9am-1pm, Sundays 12-4 pm
- On campus: 915.747.5257
- Off campus: 915.747.4357

UTEP POLICIES

Standards of Academic Integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Students with Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E, Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

Disclaimer: The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.

WEEKLY SCHEDULE

Week 1 (6/11)
Face-to-Face (308)

Transnationalism

Introduction to the course; immigration and transnationalism; transnationalism from below, simultaneity; IRB course and certification

Readings

Levitt, P., & Glick Schiller, N. (2004). Conceptualizing simultaneity: A transnational social field perspective on society. *International Migration Review*, 38(3), 1002-1039.

de la Piedra, M.T. Araujo, B. & Esquinca, A. (2018). Chapter 1: Theoretical Frameworks to Understand the Transfronterizx Experience. In *Educating Across Borders. The Case of a Dual Language Program on the U.S.-Mexico Border*. Tucson: University of Arizona Press.

Assignments

- Complete the IRB course (10 points): **Due date** June 15th, 11:59pm

Week 1 (6/13)
Face-to-Face (308)

Who are transnational students?

*How do researchers define transnational students? Review of the construct of transfronterizx in relation to transnationals and fronterizx.
Life history interviews; learn and discuss the collective interview protocol; conduct one interview in class; revise (if needed) the interview protocol.*

Guest speaker: Dr. Christina Convertino

Talk about her article “La Migra” in the classroom: *Transfronterizx students exploring mobility in transnational higher education on the US-Mexico border.*

Readings

Skerrett, A. (2015). *Teaching transnational youth: Literacy and education is a changing world*. NY: Teachers College Press. **Chapter 1.**

Lam, W.S.E., & Warriner, D.S. (2012). Transnationalism and literacy: Investigating the mobility of people, language, texts and practices in contexts of migration. *Reading Research Quarterly*, 47(2), 191-215.

Seidman, I. (2006). **Chapter 2:** A structure for in-depth, phenomenological interviewing. The three interview series. (pp. 15-27). In *Interviewing as Qualitative Research: a guide for researchers in Education and the Social Sciences* (3rd edition). NY: Teachers College.

Study IRB application and Interview Protocol (on Blackboard).

In-class

- Conduct interview, collectively revise interview protocol

Week 2 (6/18-6/20)	Online	Transnational youth, language and literacy
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Transnational youth, language and literacy: Main theories and recent studies on this topic.

Lecture

Watch Dr. de la Piedra's video-PowerPoint presentation for week 2: Presentation on theoretical frameworks to understand transnational language and literacy.

Video based on: de la Piedra, M.T. Araujo, B. & Esquinca, A. (2018). Chapter 2: Sociocultural Perspectives on Learning in Dual Language Settings. *The Case of a Dual Language Program on the U.S.-Mexico Border*. Tucson: University of Arizona Press.

Readings

Skerrett, A. (2015). *Teaching transnational youth: Literacy and education is a changing world*. NY: Teachers College Press. **Chapters 2, 3, 4, 5, and 6.**

Assignments

- Post your **reading reflection** on Blackboard (5 points) by Monday 6/18
- Provide feedback to 3 peers' reading reflections (2 points) by Wednesday 6/20
- Contact your participant (one) and set up your interviews with the selected transfronterizx (current or former) student at UTEP or another educational agency in the community.

Conduct a literature review on **Transnational students in the US** using ERIC, Web of Science, Google Scholar, or other sources; produce a synthesis of literature review. Focus on a specific sub-topic in relation to transnational students such as identity, language practices, literacy practices, translanguaging, digital literacies, STEM literacy, hybridity, educational models (i.e. dual language), teacher's attitudes toward transnational students, transnational families, and funds of knowledge.

Overview

Watch a brief overview by Dr. de la Piedra for this week's work.

Readings

Students will find and synthesize their own 3 readings for this week. These will be **3 research articles that are not part of the reading list of the class**. The paper should be 1500-2000 words.

Assignments

- Post your mini literature review synthesis on Blackboard (5 points) **by Monday 6/25**
 - Provide feedback to all peers' mini literature review on Blackboard (2 points) **by Wednesday 6/27**, identifying the **main themes** that you see cutting across most of the studies as well as main differences and contrasting findings.
 - Conduct your **first interview** (first of your 3-interview series) with one transfronterizx (current or former) student at UTEP or another educational agency in the community.
 - **Post questions/doubts/requests** for help in blackboard (in "Interviews")
 - **Transcribe** your first interview and **post in BB Assignments** (5 points). **Due date: 6/29**
- *** You may start interviewing earlier, if you have good reasons to do so.

Learn from studies on transnational students in Mexico, their similarities with other transnationals and their particular experiences when they "return" or live in Mexico for the first time.

Reflect on the main themes that cut across the studies discussed. What are some of the recurrent themes? What are some of the divergent themes? What are similarities and differences from the literature you discussed during week 3?

Film

Una vida, dos países. Children and Youth (Back) in Mexico (Donnellon et al. 2016) at <http://www.unavidathefilm.com>

Readings

Select **three** of these readings:

Hamann, E., Zúñiga, V., & Sánchez, J. (2006). Pensando en Cynthia y su hermana: Educational implications of United States–Mexico transnationalism for children. *Journal of Latinos and Education*, 5(4), 253–274.

Hamann, E., Zúñiga, V., & García, J. (2008). From Nuevo León to the USA and back again: Transnational students in Mexico. *Journal of Immigrant & Refugee Studies*, 6(4), 60–84.

Ali Borjian, Luz María Muñoz de Cote, Sylvia van Dijk & Patricia Houde (2016) Transnational Children in Mexico: Context of Migration and Adaptation, *Diaspora, Indigenous, and Minority Education*, 10:1, 42-54, DOI: 10.1080/15595692.2015.1084920

Zúñiga, V. (2013). Migrantes internacionales en las escuelas mexicanas: Desafíos actuales y futuros de política educativa. *Sinéctica. Revista Electrónica de Educación*, 40, 1–12. Retrieved from <http://www.redalyc.org/articulo.oa?id=99827467009>

Franco, M. (2014). Escuela de papel. Intervención educativa en una institución donde asisten niñas y niños migrantes. *Sinéctica. Revista Electrónica de Educación*, 43, 1–20.

Vázquez, J., & Hernández, M. de L. (2014). Profesores de educación básica y diseño de herramientas para alumnos transnacionales en Tlaxcala. *Región y Sociedad*, 26(61), 201–233. Retrieved from <http://www.redalyc.org/pdf/102/10232573006.pdf>

Sánchez, J., & Zúñiga, V. (2010). Trayectorias de los alumnos transnacionales en México. Propuesta intercultural de atención educativa. *Trayectorias*, 12(30), 5–23. Retrieved from <http://www.redalyc.org/pdf/607/60713488002.pdf>

Assignments

- **Create a new thread on Blackboard** in order to generate a discussion with your peers. Please, **post one question** about the readings for this week. Today your reflection will be generating a good discussion question (5 points) (Monday).
- **Respond to three questions** generated by your peers, using the content of your selected readings (2 points). Identify themes in the literature reviewed collectively (Wednesday).
- Conduct your **second interview** with a transfronterizx student.

Week 5 (7/9-7/11)
online

Language, globalization and Superdiversity

Readings

Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30 (6): 1024-1054.

K. Arnaut, J. Blommaert, B. Rampton, & M. Spotti (Eds.) (2016), *Language and Superdiversity*. New York, NY: Routledge. **Chapters 2 and 3**

Blackledge, A., & Creese, A. (in press). Language and superdiversity: An interdisciplinary perspective. In A. Blackledge & A. Creese (Eds.), *The Routledge handbook of language and superdiversity*. New York, NY: Routledge.

Assignments

- Post your **reading reflection on Blackboard** (5 points) by Monday.
- Provide feedback to 3 peers' reading reflections (2 points) by Wednesday.
- **Transcribe your second interview** and post in **BB Assignments** (5 points). **Due date:** July 11

Week 6 (7/16-7/18)
online

Studies about transfronterizx literacy in schools

Readings

de la Piedra, M.T. (2010). Adolescent worlds and literacy practices on the United States Mexico border. *Journal of Adolescent & Adult Literacy*, 53 (7), 575-584.

de la Piedra, M.T., & Araujo, B. (2012a). Literacies crossing borders: The literacy practices of transnational students in a dual language program on the U.S-Mexico Border. *Language and Intercultural Communication*, 12(3), 214-229.

de la Piedra, M.T., & Araujo, B. (2012b). Transfronterizo literacies and content in a dual language program. *International Journal of Bilingual Education and Bilingualism*, 15(6), 1-17.
Esquinca, A. (2011). Bilingual college writers' collaborative writing of word problems. *Linguistics and Education*, 22(2), 150-167. doi:[10.1016/j.linged.2010.12.006](https://doi.org/10.1016/j.linged.2010.12.006)

Esquinca, A., Araujo, B., & de la Piedra, M. (2014). Meaning making and translanguaging in a two-way dual-language program on the U.S.-Mexico border. *Bilingual Research Journal*, 37, 164-181. Retrieved from <https://doi.org/10.1080/15235882.2014.934970>

Assignments

- View the video by Zentella:

Zentella, A.C. (2009). *Transfronterizo talk: Conflicting constructions of bilingualism on the US-Mexico border*. Retrieved from <https://www.youtube.com/watch?v=VvrO1jHkcUg>

- Post your **reading reflection** on Blackboard: Main themes and literature gaps (5 points) by **Monday 7/16**.
- Provide feedback to 3 peers' reading reflections (2 points) by **Wednesday 7/18**.
- **Conduct your third interview** with one transfronterizx student at UTEP or EPCC.
- **Transcribe** your third interview and post in **BB Assignments** (5 points). **Due date: 7/20 at 11:59pm**.

Week 7 (7/23)

Face-to-Face

Studies about transfronterizx discourse, language, and literacy in college/university

Panel: *Current research on transfronterizx college students on the US-Mexico border*

Guest speakers: Dr. Alberto Esquinca, Dr. Erika Mein

Readings

Falcón Orta, V. & Orta Falcón, A. (2018). The Transborder Identity Formation Process: An Exploratory Grounded Theory Study of Transfronterizo College Students from the San Diego-Tijuana Border Region. *Journal of Transborder Studies - Research and Practice*, 4, 1-26.

Esquinca, A. (2012). Transfronterizos' socialization into mathematical discourse: Capitalizing on language and cultural resources or caught between conflicting ideologies? *International Journal of Bilingual Education and Bilingualism*, 15(6), 669-686.

Mein, E. (2012) Biliteracy in context: the use of L1/L2 genre knowledge in graduate studies, *International Journal of Bilingual Education and Bilingualism*, 15(6), 653-667.

Convertino, C. (In press). "La Migra" in the classroom: Transfronterizx students exploring mobility in transnational higher education on the US-Mexico border. *Educational Studies: A Journal of the American Educational Studies Association*.

Assignments

In-class work: Interview individual analysis

Week 7 (7/25)

Face-to-Face

Funds of knowledge and community

cultural wealth of transnational students

Transnational funds of knowledge, community cultural wealth, collective analysis of experiences of border-crossings.

Readings

Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

de la Piedra, Araujo, and Esquinca (2018). Chapter 9: Understanding, Valuing, and Modeling Transfronterix Funds of Knowledge. In *Educating Across Borders*. University of Arizona Press.

de la Piedra, Araujo, and Esquinca (2018). Conclusions. In *Educating Across Borders*. University of Arizona Press.

Assignments due this week:

- **Individual oral presentation** of main findings of life history/testimonio (10 points) on Wednesday, July 25
- **Individual analysis report (in Blackboard)** (20 points). **Due date: Friday July 27 at 11:59pm.**

Week 8 (7/30)

Face-to-Face

Collective analysis of *Testimonios*

Collective analysis of testimonios of border-crossings

Readings:

Individual analysis reports posted on blackboard

Assignment:

- In-class collective writing assignment

Week 8 (8/1)

Face-to-Face

Manuscript draft

Readings:

Individual analysis reports posted on blackboard

Assignment:

- In-class writing assignment
- Turn in your part of the manuscript on Blackboard (10 points) **by Friday August 3rd at 11:59pm.**