

**WAYNE STATE  
UNIVERSITY**  

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**COLLEGE OF EDUCATION**

**Theme: The Urban Educator: Reflective, Innovative and Committed to Diversity**  
**Division of Teacher Education**  
**Detroit, Michigan 48202**

**COURSE SYLLABUS**

**Program Area:** Language Education and Bilingual Bicultural Education

**Course Title:** LED 6580: Culture as the Basis for Language Teaching

**Course #:** CRN 28447

**Course Credit Hrs.** 3 Credit Hours

**Term/Year:** Winter 2014

**Location:** Western International High School – Room TBA

**Day/Time:** Tuesday 4:30-7:15 PM

**Instructor:** Dr. Sandra M. Gonzales

**Office:** College of Education, Room 285

**Office Contact:** 313-577-0968 **E-mail:** [sandra.gonzales@wayne.edu](mailto:sandra.gonzales@wayne.edu)

**Office Hours:** Tuesdays 10:00am-12:00pm, 3pm-4:00pm (on campus) &  
7:15-8:15pm (after class)  
\*You may also email me to schedule an appointment either in person,  
by phone or via Skype.

**Course Description**

LED 6580 examines language and culture in a multidisciplinary theoretical framework, to provide students with objective relativistic and holistic attitudes about human diversity, enabling them to relate to pupils in urban areas.

**Topics**

The Nature of Language; Social Nature of Language; Integration of Culture and Language in the Second/Foreign Language Curriculum; Culture and Learning; Cultural Proficiency; Testing Culture Learning, Cultural Competence and Linguistic Proficiency; The Role of Language and Culture in Schooling; The Significance of Ethnicity in the Social and Cognitive Development

## **Intended Course Outcomes**

1. The graduate/undergraduate student will examine, analyze, and understand the nature of culture, the social nature of language and its cultural embeddedness; and how the inclusion of culture and language in communication are integral parts of a second/foreign language curriculum.
2. The graduate/undergraduate student will identify and discuss critical issues and/or crucial problems facing language educators today and will suggest possible strategies toward its solution. (What do teachers need to know about culture and language in schooling and how can that knowledge be translated into effective teaching methods to acknowledge the significance of ethnicity in the social and cognitive development of students for integrating culture and language to create and sustain social, emotional, and cognitive conditions in classrooms where children from different ethnic, linguistic, and cultural groups can learn what is intended).
3. The graduate student will acquire insights and develop skills in reading, understanding, analyzing, synthesizing, and evaluating research about a broad range of topics and issues related to culture and language teaching and learning.
4. The graduate/undergraduate student will understand issues of diversity, the idea of privilege, and how it impacts everything around us--in and out of the classroom.
5. The graduate/undergraduate student will be able to develop a teaching philosophy (perspective) that embraces the centrality of culture in school learning which includes inquiring about students cultures and communities, applying knowledge about culture to teaching, formulating theory linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds.

## **LED 6580: Meets the following Standards for the Preparation of Teachers of English as a Second Language (NS) Adopted by the Michigan State Board of Education July 13, 2004:**

### 1.0 Language, Linguistics, Comparisons

**Teacher preparation institutions provide candidates opportunities to develop and demonstrate:**

- 1.2 Knowledge of the linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) to develop literacy skills of English.
- 1.3 An understanding of the dynamic changing nature of language systems.
- 1.4 Knowledge of socio-linguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism.

### 2.0 Cultures, Literatures, Cross-Disciplinary Concepts

**Teacher preparation institutions provide candidates opportunities to develop and demonstrate:**

- 2.1 Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support the individual students' learning.
- 2.2 Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.
- 2.3 An understanding of the value and role of diverse literary and cultural texts in order to use them for interpretation and reflection.
- 2.4 An understanding of similarities and differences between English-speaking and heritage cultures, and know how to make thoughtful comparisons between them.

#### 4.0 Integration of Standards Into Curriculum and Instruction

**Teacher preparation institutions provide candidates opportunities to develop and demonstrate:**

4.3 Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students' experiences and skills of home and community.

#### 5.0 Assessment of Languages and Cultures.

**Teacher preparation institutions provide candidates opportunities to develop and demonstrate:**

5.4 Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social, and psychological factors).

### **LED 6580: Meets the following Standards for the Preparation of Teachers of World Languages (FA, FB, FD, FE, FF, FH, FR Codes) (Adopted by the Michigan State Board of Education July 13, 2004):**

#### 2.0 Cultures, Literatures, Cross-Disciplinary Concepts.

Teacher preparation institutions provide candidates opportunities to develop and demonstrate:

2.1 Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support student learning.

2.2 Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement

2.3 An understanding of the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time.

2.4 An understanding of the connections among perspectives of cultures, their practices and products, and be able to make comparisons.

#### 4.0 Integration of Standards Into Curriculum and Instruction

**Teacher preparation institutions provide candidates opportunities to develop and demonstrate:**

4.3 Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students' experiences and skills of home and community.

4.7 Skills in supporting world language students as they access the core curriculum and learn language and academic content together.

#### 6.0 Professionalism

**Teacher preparation institutions provide candidates opportunities to develop and demonstrate:**

6.1 Linguistic and cultural competence through reflective practices.

6.2 Knowledge of the value of multilingualism to the overall success of all students and understands the teacher's role as an advocate for students, colleagues, and members of the community in promoting multilingualism.

6.4 Knowledge of legislative impact on the teaching in programs for world languages, limited-English proficient students, and bilingual education.

6.5 Knowledge of the teacher's role as a professional within a discipline.

6.6 Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues.

6.7 An ability to serve as a professional resource, an advocate for students, and an ability to build partnerships with students' families and communities.

### **Required Texts**

Moran, P. A. (2001). Teaching culture. Boston, MA: Heinne & Heinne/Thomson Learning.

Sheets, Rosa H. (2005). Diversity pedagogy: Examining the role of culture in the teaching-learning process. Boston, MA: Pearson Allyn and Bacon.

Spolsky, B. (1998). Sociolinguistics. Oxford, OX: Oxford University Press.

### **Recommended Texts**

Valdes, G. (1996). Con respeto: Bridging the distances between culturally diverse families and schools. New York, NY: Teachers College Press.

Valenzuela, A. (1999). Subtractive schooling: U.S.-Mexican youth and the politics of caring. New York, NY: State University of New York Press.

### **\*Required Internet and Other Reading**

#### \*Whiteness Studies

American Perspectives: <https://pantherfile.uwm.edu/gjay/www/Whiteness/>

International & Indigenous perspectives: <http://www.borderlands.net.au/issues/vol3no2.html>

#### \*Native American Boarding Schools

“Assassination of a Culture” <http://www.youtube.com/watch?v=LtrIF6xbkwM>

#### Prejudice and Hate

Hate Map: <http://www.splcenter.org/get-informed/hate-map>

Stand Strong Map: <http://www.splcenter.org/get-involved/stand-strong-against-hate>

#### Teaching Tolerance

<http://www.tolerance.org> (optional: sign-up for the newsletter)

#### \*It's Not My Job

Article posted on Blackboard

#### \*How Do Kids Learn a Second Language?

<http://www.youtube.com/watch?v=rvXnkEuW46g>

### **Course Assignments**

- Reaction Paper on Whiteness Studies: (1½ - 2 pages) Due: Tuesday, January 14, 2014. *Graduate/Undergraduate Students*
- Reaction Paper on “Assassination of a Culture” (1½ - 2 pages) Due: Tuesday, January 21, 2014. <http://www.youtube.com/watch?v=LtrIF6xbkwM>

- Reaction Paper on “It’s Not My Job” (1½ - 2 pages) Due: Tuesday, January 28, 2014. Article is posted on Blackboard under “Content.” *Graduate/Undergraduate Students*
- Reaction Paper on “How Do Kids Learn a Second Language?” (1½ - 2 pages) Due: Tuesday, February 4, 2014. <http://www.youtube.com/watch?v=rvXnkEuW46g> *Graduate/Undergraduate Students*
- Power Point Presentation:  
Students will practice good teaching methodologies by summarizing a chapter of their choice from the Rosa Sheets in class text. Students will select a graphic organizer from free online sources to distribute to the class and organize their material into main themes with supporting details for ease of note-taking. *Undergraduate students* will create a 20 minute PowerPoint presentation to include additional BBE/ESL relevant information for a community of choice, from at least one internet site and one scholarly article. *Graduate students* will create a 45 minute PowerPoint presentation to include additional BBE/ESL relevant information for a community of choice, from at least one internet site and three scholarly articles. The additional research content will help provide greater context for understanding the chapter and will serve to enrich classroom discussion. *Graduate/Undergraduate Students*
- Final Essay Examination Research Paper:  
Using APA guidelines, review the literature and content discussed in class/assignments, reflect on and discuss a subtractive educational challenge for a community of your choice. Establish what the challenge is and why and then how you might address this challenge using additive Bilingual Education/SLL strategies/methodologies/pedagogies that highlight the significance of culture in the teaching-learning process. Research a minimum of 5 additional scholarly journal articles/books or book chapters (undergraduates only 2). A rubric will be provided. Due Tuesday, April 29, 2014. Essay may be submitted via email. *Graduate Students (12 pages), Undergraduate Students (6 pages)*.
- Participation in Class Discussions. *Graduate/Undergraduate Students*
- Course attendance. *Graduate/Undergraduate Students*

### **Class Policy**

The course will be taught in a seminar fashion, meaning that each session will be in the form of discussions centered on the assigned readings. Students will be expected to prepare thoroughly for each class and contribute significantly to the discussions. Pursuant to these goals, students must attend to the following each week in preparation for class:

Come to class regularly. Attendance will be taken at all class meetings. This is very important! You are expected to be in class. Much of the cause of difficulty, which some students have experienced in the past, has been due to the fact that they missed class. When you miss class, you miss an opportunity to check your understanding of the concepts being developed in the course, and to ask appropriate questions

Do all assigned readings. Allow sufficient time to both read and reflect.

Participate in class discussions. Since the class is run as a seminar, we want, and need, everyone’s input. Come to class prepared to thoughtfully present ideas, reactions, comments, etc. about the readings. Since this class is designated a seminar, it will be conducted so as to maximize discussion, not only between instructor and students, but also among students. To facilitate this intention, most class sessions will include both large and small-group class sessions. On some occasions, in order to promote a more in-depth analysis and discussion of selected topics, students will work in small groups, and even, on

occasion, in dyads. When information needs to be presented or discussed that is of value to the entire class, the class may meet as a whole, and then break into smaller groups for further discussion and application.

Type all written assignments and follow the form and style of the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.), published by the American Psychological Association.

Make-up examinations, incomplete grades, and late written assignments are accepted only under extenuating circumstances and/or at the discretion of the instructor.

Please do not hold conversations with classmates whenever the instructor or another student is speaking. Also refrain from writing and passing notes or participating in other distracting behavior. All communication devices should be turned off during class time. Your undivided attention in class is a must. An atmosphere of mutual respect is in order. Thank you.

The reading for this course is basically of three types: (a) the reading of material in the textbooks; (b) the reading material on the web; and (c) the reading of handouts given out by the instructor. The amount of reading to be done is moderate; normally you will have one or two chapters per week to read in the textbooks, one web site to visit, plus one handout every other week during the latter part of the semester.

In the first part of the course, you will learn the basic concepts of bilingual education and second language learning through reading and discussion. In the second part of the course, you will further your understanding of these concepts by learning new approaches, latest tools, new procedures, exceptional strategies, and new ways of knowing, all of which enhance your effectiveness as a teacher of culturally and linguistically diverse learners.

Students also are encouraged to see the instructor during office hours.

### **Classroom Etiquette and Professional Behavior**

Please do not hold conversations with classmates whenever the instructor or another student is speaking. Also refrain from writing and passing notes or participating in other distracting behavior. Please turn your cellular telephones to vibrate or off. Your undivided attention in class is a must. An atmosphere of mutual respect is in order. Thank you.

### **Plagiarism**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

### **Reaction, Reflection and Essay Paper Format**

The paper/essay should be well thought out, well organized, and properly structured (including an introduction, development paragraphs, and conclusion, with each paragraph containing at least three sentences).

- This paper/essay should be well organized, well thought out, based on your own interpretation, and grammatically well written.

- Your paper/essay must include an introductory paragraph, development paragraph(s), and a concluding paragraph. It should have a title that reflects the analytical angle of your analysis and that includes the title of the work you examine, the course name, the professor's name and the date.
- Remember that each paragraph must have at least three sentences and no paragraph should be more than one page long under any circumstances!

A paper/essay should be double-spaced, using the font Times New Roman with margins at 1" on all sides using a 12-pt. font. A rubric will be provided for the power point presentation and the midterm/final exams.

### **College of Education Grading Policy**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in a course. For undergraduates and post-degree students, C-, C, C+ grades will be awarded for satisfactory work that satisfies all course requirements; B-, B, B+ grades will be awarded for very good work, and A, A- grades will be reserved for outstanding performance. For graduate students, B-, B, B+ grades will be awarded for satisfactory work, and A, A- grades will be awarded for outstanding performance.

#### **Undergraduate Grades**

A	B+	C+	D+	F
A-	B	C	D	
	B-	C-	D-	

#### **Graduate Grades:**

A	B+	C+	F
A-	B	C	
	B-		

### **Rubric for Reaction Papers, Power Point Presentation, Quick-writes and Final Essay**

Adapted from **Hierarchy of Learning Skills** (L. Robert Kohls. Meridian House International 1984. Adapted from Bloom et al)

#### **5. SYNTHESIS (5 points)**

The putting together of elements to form a coherent whole where none existed previously, whether a written document or a plan of operation, plus the ability to formulate hypotheses and generalizations from the newly organized materials.

#### **4. ANALYSIS (4 points)**

Ability to break down communication into its constituent elements, taking into account the relative importance of each part, whether the material is elicited or implicit, thus recognizing unstated assumptions,

relationships, and organizing principles.

### **3. APPLICATION (3 points)**

Ability to turn abstractions into particular and concrete examples, whether working with ideas, rules, theories, or generalized methods, plus the ability to predict the effect of changes in component factors

### **2. COMPREHENSION (2 points)**

Lowest level of understanding: the person is able to demonstrate he/she knows what is being communicated by paraphrasing, interpreting (to any level of generality), or extrapolating for consequences, corollaries or effects

### **1. KNOWLEDGE (1 points)**

Recall of factual data, in part or in whole: terminologies, facts and figures classification into categories, sequences, criteria, methodologies universal abstractions, principles, generalizations, and theories

### **Grading System**

**(100-90%) (Graduate and Undergraduate)** This score will be awarded to papers showing a high degree of competence; coverage of all parts of the question as described in the course reader; effective organization and critical analysis. References to course materials are utilized to support analysis of cultural and linguistic values. Examples are used to illustrate analysis of multiple perspectives based on a defined set of professional beliefs and practices. Authoritative sources are cited for generalizations about culture and second language education. Surface feature and grammatical or mechanical errors are few and minor.

**(89-80%) (Graduate and Undergraduate)** This score acknowledges the clearly competent response, although it may be weak in some aspects of the superior paper: e.g. it may slight one part of the question; may not be as effectively organized or detailed; may have minor grammatical inconsistencies; may not be supported by references to course materials or use as many pertinent examples; may show less in-depth analysis of multiple perspectives; may focus on personal beliefs to the exclusion of analysis from a professional "Bilingual/ESL/Foreign Language teacher" point of view; those that fail to cite authoritative and reputable sources for statistics or global evaluations of culture and second language education.

**(79-74%) (Graduate) and (79-70%) (Undergraduate)** This score will be given to papers demonstrating competence; however, the papers will be less developed and the analysis may be more superficial than papers scored 89-75%. Papers awarded this score may show occasional awkwardness of expression and grammatical weakness. Grammatical and mechanical errors may obscure author's meaning or interfere with the flow of the writing. Paragraphing may be infrequent or inappropriate.

**(73-65%) (Graduate) (69-60%) (Undergraduate)** This score will be awarded for the following papers:--those that are primarily a restatement of subject's words or ideas without adequate rationale given for their selection; --those that deal with only one part of the question; --those that offer clichés instead of thoughtful analysis; --those that remain general and undeveloped or without relevance to the author's own cultural experience, values or beliefs; --those that lack focus or pertinent detail

**(64-0%) (Graduate) (59-0%) (Undergraduate)** This score will be used for papers that are severely underdeveloped or that exhibit serious weaknesses in structure or syntax; -- papers that show little understanding of the question or demonstrate incompetence in structure, syntax or other conventions of standard written English.



### **Rubric for Grading Papers**

Graduate	Undergraduate
100-94%=A	100-94%=A
93-90%=A	93-90%=A-
89-87%=B+	89-87%=B+
86-84%=B	86-84%=B
83-80%=B	83-80%=B-
79-77%=C+	79-77%=C+
76-74%=C	76-74%=C
73-70%=C-	73-70%=C-
	69-67%=D+
	66-64%=D
	63-60%=D-
	59-57%=F

### **Point Assignments**

Reaction Papers = 10pts x 4 = 40pts

PowerPoint (midterm) = 50pts

Final Research Paper = 100pts

In-Class Discussion = 15pts

Attendance = 10pts

Extra Credit = 5pts

**Total Points = 215**

### **Enrollment/ Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10<sup>th</sup> full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

### **Wayne State University Writing Center**

The Writing Center (2<sup>nd</sup> floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/>. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330>.

### **Attention Students with Disabilities**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

### **Religious Observance Policy**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

### **Semester Calendar**

Course begins Tuesday, January 7, 2014  
Spring break, no class on March 11, 2014  
Last Day of Class is Tuesday, April 15, 2014  
Study Day is Tuesday, April 22, 2014

**Course Schedule**

Week	Topics	Assignments	Due Dates & Misc.
1/7	Course Overview, activity, student perceptions of school	Chapter 1&2: Spolsky Reaction Paper 1 (Whiteness Studies)	January 14th
1/14	The Social Study of Language The Ethnography of Speaking Wallerstein Article Reaction Paper on Whiteness Studies	Chapter 3&4: Spolsky Reaction Paper 2 (Assassination of Culture)	January 21st
1/21	Locating Variation in Speech Styles, Gender and Social class Prejudice/Hate Reaction Paper on Assassination of Culture	Chapter 5&6: Spolsky Reaction Paper 3 (It's Not My Job)	January 28th
1/28	Bilinguals and Bilingualism Societal Multilingualism Reaction Paper on "It's Not My Job"	Chapter 1&2: Moran Reaction Paper 4 (How Do Kids Learn a Second Language?)	February 4th
2/4	Introduction to Teaching Culture The Cultural Experience Reaction Paper on "How Do Kids Learn a Second Language"	Chapter 3: Moran Chapter 1&2: Sheets	February 11th
2/11	Defining Culture Sheets, Chapters 1 & 2:	Chapter 4: Moran Chapter 3&4: Sheets Presentation: Sheets 3&4	February 18th
2/18	Language and Culture Presentations: Sheets, Chapters 3 & 4	Chapter 5: Moran Chapter 5&6: Sheets & Presentation: Sheets 5&6	February 25th
2/25	Cultural Products Presentations: Sheets Chapter 5 & 6	Chapter 6: Moran Chapter 7&8: Sheets & Presentation: Sheets 7 & 8	March 4th
3/4	Chapter 6: Moran Presentations: Sheets Chapter 7 & 8	Chapter 7&8: Moran Chapter 8 & 9: Sheets & Presentation: Sheets 9 & 10	March 18th
3/11	Spring Break – No Class		

3/18	Moran: Cultural Practices, Perspectives & Communities Presentations: Sheets Chapter 9 & 10	Chapter 9: Moran Chapter 11&12: Sheets	March 25th
3/25	Cultural Persons Sheets Chapter 11&12	Chapter 10-12: Moran	April 1st
4/1	Cultural Learning Outcomes The Culture Learning Process Teaching Culture		April 8th
4/8	Subtractive and Additive Education Research for Final Essay	Prepare a draft of final essay for peer review	April 15 <sup>th</sup>
4/15	Peer Review of Final Essay Draft Course Wrap-up	Work on final essay	April 29th
4/22	Study Day – No Class	Work on final essay	April 29th
4/29	Submit Final Essay		
Extra Credit 10pts	Select One: -Movie “The Color of Fear” <a href="http://vimeo.com/40602451">http://vimeo.com/40602451</a> -Volunteer: English Language Institute MLK Day March, 12pm-3pm Jan. 20, Central United Methodist Church -Arab American National Museum: January 25: Free Film-Tahrir Monologues -April 26th, Academia del Pueblo Conference at WSU, CLLAS  *Suggest your own site in community	One page reflection	By end of course

Enjoy your spring/summer!!!

Please note that content and/or dates may shift to accommodate new material or the unexpected.