



# Key

## Questions:

Two categories of questions drive our course: questions concerning *content* and questions concerning *praxis and teaching*

### English Language Arts Content:

- *What is English Language Arts (ELA) education, and what is its purpose?*
- *What does teaching literacy mean?*
- *What content belongs in English Language Arts?*
- *What are the most effective ways to increase students' knowledge and skills in English Language Arts?*
- *What values should teaching literacy promote?*

### Teaching and Praxis:

- *How does one design curriculum to meet the needs of all learners?*
- *How does one integrate technology into the curriculum in pedagogically effective ways?*
- *How does one assess students' learning in a variety of ways?*
- *How does one teach for global understanding?*
- *How does one teach in culturally relevant and sustaining ways?*
- *How does one create a classroom community that is supportive, organized, and well-managed?*

### Course Goals:

Goals for the course span three interrelated areas that are all intended to help you work toward the MSU Teacher Preparation Program Mission (<http://www.education.msu.edu/te/Elementary/Elementary-Mission.asp>) and the Teacher Preparation Program Standards (<http://www.education.msu.edu/te/Elementary/Policies/Professional-Teaching-Standards.asp>). In some cases, you have already begun learning about some areas in prior course work, and there are other areas that you will be introduced to in this course. You will continue your learning in these areas during your internship and across your teaching career. You will also be working to meet the Professional Standards for Michigan Teachers (adopted May 13, 2008), including the 7<sup>th</sup> Standard, Technology Operations and Concepts.

### Goal #1: Developing Your Vision of Standards-Based Teaching

You began to develop your teaching philosophy in other TE courses as you thought about and refined your attitudes, beliefs and goals for teaching. In this course, you will think about those issues in subject-specific contexts and be supported in developing and articulating a research-based, principled stance toward teaching diverse learners in English language arts. Part of your vision will include developing your ideas about technology integration for teaching K-8 learners, and the range of ways you want to provide responsive instruction for all learners.

### Goal #2: Developing Your Pedagogy

Pedagogy is a word that encompasses many aspects of teaching, including the work a teacher does "behind the scenes" to plan for instruction, as well as the teaching and assessing that take place in the classroom itself. In developing your pedagogy, you will build upon the knowledge and prior experiences you bring in the three areas listed below, and will have some opportunities to develop your pedagogy in your field placement classroom.

- **Building a Teaching Repertoire:** Building upon your exposure to various teaching strategies in prior courses, you will deepen your knowledge of and skill in using a repertoire of teaching strategies, tasks, and resources (including technology) in language arts. You will consider carefully the extent to which your repertoire is consistent with your vision and meets the needs of diverse learners. You will learn to make analysis and reflection a regular and ongoing part of your teaching activity.

- **Developing Knowledge of Curriculum, Planning and Assessment:** You will begin to construct knowledge of English language arts curriculum based on State and National Curriculum Frameworks. By examining a *differentiated instruction* approach, you will also learn how to select and organize content, skills, and strategies that are responsive to the learners you will be teaching, including English language learners and learners with special needs. You will engage in assessment, lesson planning and teaching in language arts. You will also appraise instructional resources (including technology-based resources), make decisions that are consistent with your philosophy, and share your learning with colleagues.
- **Understanding Children and Adolescents as Learners:** Observing, working with, and assessing diverse students as readers, writers, speakers, listeners, and viewers will help you learn how their knowledge, skills, reasoning processes and dispositions develop over time. You will learn to adapt your planning to the learning needs of individuals and groups, which includes paying attention to identified disabilities, race, ethnicity, culture, socio-economic status, ability, linguistic characteristics, and gender.

### Goal #3: Engaging in Ongoing Self-Assessment

Self-assessment is a key practice that enables new and experienced teachers to continue learning throughout their careers. We will target two main areas that will inform your teaching philosophy and your pedagogy:

- **Understanding Yourself as a Learner:** You will examine yourself as a learner in English language arts and as a technology user. This will enable you to compare and contrast the kinds of instruction you experienced throughout your schooling and the approach to teaching you want to develop across your career. Learning to pay attention to your prior experiences as a learner will help you articulate, challenge, and revise assumptions about teaching and learning. Personal reflections will also enable you to identify areas in your own knowledge that need further development and to pursue a particular issue or question in depth to extend your learning.
- **Understanding Yourself as a Colleague:** Collaborating in a variety of professional activities (e.g., learning collaboratively with your colleagues, sharing resources for projects, participating in an elementary or middle school classroom, observing your colleagues teach) and reflecting on your participation will initiate you into collaborating with colleagues during your internship year and across your career.

### Teacher Education Program General Requirements:

**Attendance and Participation.** Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. If you are unable to attend a class session, you must call or e-mail the instructor in advance. Similarly, you must call your mentor teacher in advance if you are unable to meet a field visit commitment. You will make up all field absences. If you are unable to attend school, you need to call your mentor teacher in advance. Do not rely on your peers to relay messages—make sure you communicate directly with your mentor teacher.

This course is planned on the assumption that you will come on time and come prepared to participate. **The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness. Late arrivals or early departures will be factored into your attendance and participation grade.**

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy that is on the web at

<http://education.msu.edu/academics/undergraduate/professional-conduct.asp>

In the case of recurring absences or tardiness, your Team Coordinator will be notified and you may be required to attend a meeting regarding your attendance. More than two absences in class or in your field placement will affect your grade and may result in a failing grade for the course. **Note: this policy means that you are not entitled to two absences. There are no "freebie" absences in this course. Attendance is mandatory and factored in your grade.**

### Grading:

All assignments and requirements must be completed satisfactorily to receive a passing grade in the course, including those assignments related to your field placement.

**Grading for TE 405.** In order to pass TE 405, you must receive a 2.0 or higher. If you do not earn a 2.0 or higher, you will need to repeat the course in order to continue in the Teacher Preparation Program. Also, a satisfactory report must be received from the teachers in the field experiences during TE 405.

**The Grade "Incomplete."** MSU policy is that "the 'I' (incomplete) grade may be given only when the student (a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course." For the entire grading policy at MSU, please visit:

<http://www.reg.msu.edu/academicprograms/Print.asp?Section=521>

Since each course from TE 301 on is a prerequisite for each succeeding course, incompletes must be cleared before the first meeting of the succeeding course. Therefore, it is wise to avoid incompletes entirely.

## Academic Honesty and Integrity:

We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code. **Incidents of plagiarism are taken very seriously. For all incidents of plagiarism, the instructor is required to complete an Academic Dishonesty Report, which will be added to the student's record.** Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations.

For University regulations on academic dishonesty and plagiarism, refer to:

<https://www.msu.edu/~ombud/academic-integrity/index.html>

## Problem Solving:

If problems arise, **first contact the course instructor.** If the problem is not resolved, please contact the Subject Area Leader, Cheryl Rosaen; or, the Elementary Coordinator, Andrea Kelly.

## Accommodations for Disabilities:

It is Michigan State's policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, contact your instructor and the Resource Center for Persons with Disabilities. Instructors should be notified as early in the semester as possible. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services. The OPHS website is at: <https://www.rcpd.msu.edu/>

## Counseling Center:

Even normal, capable, intelligent, and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. TPP's instructors or cluster leaders might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building. Website:

## Writing Center:

Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, teacher candidates are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from your instructors and other teacher candidates, try the College of Education Office of Student Writing Assistance (OSWA), 513 F Erickson Hall, phone 517-432-0425 or e-mail [campbell@msu.edu](mailto:campbell@msu.edu). In addition, the Writing Center at 300 Bessey Hall.

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. This course utilizes the "online SIRS" system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future.

"Carlisle Indian School, Carlisle, Pa. Class in English or penmanship." (Photo by Frances Benjamin Johnston - taken with permission from Library of Congress Prints Repository)



# Field Experiences:

## Confidentiality of Field Experiences:

### Classroom Discussions

Your field experiences are an important part of your learning and you will be discussing them in this course. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, we expect you to use discretion. In casual conversations or social situations, and on social networking sites such as Facebook, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name (pseudonym) for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

### Interviews

Use pseudonyms and screen or mask identifying information when reporting interviews with children or youth or adults. If an assignment requires you to interview an adult other than your mentor teacher, you should clearly state or give the interviewee, in writing, the purpose of the interview and the uses you will make of the material.

### Photographs, Videotape, and Digital Recordings:

Always ask permission of the classroom teacher to make photographs, video-recordings, or audio-recordings of students. Occasionally there are circumstances that require a student's whereabouts to be kept private and photographs may not be allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. Be sure to check with the classroom teacher on what is needed. You should destroy audio and video-recordings after you have used them.

If you have concerns, problems, or questions about any aspect of your course work or field work, you should first address them with the instructor or team person who is most directly involved. This applies to situations at the university as well as in the field. If the situation is not resolved at that level, you should request assistance from the Elementary Coordinator

## FOCUS ON URBAN EDUCATION:

*This section of TE 405 is an urban infused section. As such, when we walk into school and classroom spaces, we should be aware of how education has the ability to shape, negate, and transform students' identities and sense(s) of self across contexts. When we examine the "field," special attention will be paid to issues such as: class, race & ethnicity, federal policy, space, and place.*

## How will course goals help you work toward program and state standards?

The following table illustrates the assignments you will complete to help you work toward the course goals. They are consistent with the Teacher Preparation Program Standards (<http://www.education.msu.edu/te/Elementary/Policies/Professional-Teaching-Standards.asp>) and Professional Standards for Michigan Teachers (adopted May 13, 2008), including the 7<sup>th</sup> Standard, Technology Operations and Concepts.

Course assignments are aligned with MSU Teacher Prep Standards and Tech Ops in the following ways

Assignment(s) *	MSU Teacher Preparation Program Standards	Technology Operations and Concepts
	<ol style="list-style-type: none"> <li>1. employ a liberal education</li> <li>2. teach a subject matter</li> <li>3. create and manage a classroom learning community</li> <li>4. organize a class</li> <li>5. use an equipped school room</li> <li>6. join a faculty and a school</li> <li>7. engage guardians and community</li> <li>8. teacher as professional and reflective learner</li> </ol>	<p>7a: understand issues associated with technology use in K-12 schools</p> <p>7b: participate in collaborative online learning experiences</p> <p>7c: create online learning experiences</p> <p>7d: plan, design, evaluate effective technology-enhanced learning environments aligned with standards</p> <p>7e: implement curriculum plans that include technology-enhanced methods and strategies</p> <p>7f: apply technology to facilitate a variety of effective assessment and evaluation strategies</p> <p>7g: use technology for continued professional growth</p>
School / Field Participation	Standards 1 - 8	7 a, g
Language Arts Reflection and Lesson	Standards 1 - 5, 8	7 d, e, f
Course Participation	Standards 1 - 6, 8	7 a, b, g
Differentiating ELA Instruction Project	Standards 1 - 6, 8	7 a, b, c, d, e, f, g



## Course Grading and Requirements:

Your grade for the course is comprised of the following requirements:

Assignment(s) *	Type of Project	% of Final Grade
Classroom & Field Participation	Individual	20
Facebook Discussion Forum	Individual	10
Dialogic Journal	Individual	10
ELA Lesson Plan & Reflection	Individual	30
Differentiating ELA Instruction Project	Individual	30

\*These assignments will be described in the form of an assignment sheet well before their due dates.

Please note that the individual assignments should be each student's own work. Even when students are planning together and sharing resources, their written work must be their own—there should not be verbatim or even similar text across students' assignments. For example, two students who have been planning together should not turn in assignments that use the same text.

### Turning in Assigned Work:

Assignments are due as indicated on the course schedule and you are responsible for knowing what the due dates are. Unless arrangements are made with me well *in advance* of the due date, the instructor reserves the right to reduce the grade on late assignments, depending on the circumstances. Extracurricular activities do not fall into this category. It is very important to keep up with the due dates that are outlined since most of the assignments build on prior assignments.

### A Note About "Late" Work:

Assignments may be marked down as much as 10% for each day they are turned in late without arrangements made with the instructor well in advance. Moreover, as noted in the course participation and field guide, excessive lateness may result in a failing grade on an assignment and/or the course.

### Extra Credit (Maximum - 2 points):

The Annual Meeting of the Michigan Reading Association will be held in Grand Rapids, Michigan, March 15 - 17 (for program and registration information, see <http://www.michiganreading.org/>). If you choose to attend this conference (or another conference related to the Language Arts content of TE 405), you may write a two page paper reflecting on the experience to receive up to 2 points credit for attending. You may also choose to attend other conferences that help you develop your understanding of teaching language arts.

### Field Experiences:

We are eager to build substantive connections between your work here at the university and your work in the field. We hope that your readings and activities in the course help make you a more observant and effective participant in the field. Moreover, we hope your field experiences help you make better sense of the theories and readings we discuss in class.

Your field experiences are a critical component of your learning in TE405. In the field is where you often apply much of the learning from the readings and class discussions, and where you complete several assignments. We are eager to hear about your experiences in the field and how you are interpreting the actions, moves, decisions, and language used of both your cooperating teacher and the children in the classroom.

As a class, we will determine how to have conversations about the field. They may occur "live" (in class), or online, in discussion boards. They may involve the whole class or small groups. In small groups, you might be asked to lead a discussion of field experiences that connect to course themes, readings, or broader topics in education. The groups might remain the same over the semester or change to give you an opportunity to hear from others.

## Written Assignments:

All assignments should be typed, double spaced, with one inch margins and a standard 12 point font. Include your name and course section number. References to course readings or outside texts should be cited using APA style, the citation protocol for the social sciences (which includes the field of education).

Scholarly work is more than opinion and the simple description of readings. It requires reflection and inquiry as well as citation of readings and the literature as evidence in support of your position(s). Good writing is critical in communicating effectively to your future students and their families. Because communication is so important in school settings, good writing skills are critical. As teachers, you will write report cards, student evaluations, lesson plans, curricular documents, letters home to parents, memos to other staff, reports, e-mails with parents, your principal, and other staff members, among other things. It is very important you communicate clearly, efficiently, with proper grammar, and with an appropriate tone. Thus, we hold your writing for this course to these same high expectations. We will discuss methods of improving the readability, clarity and content of your written communication. We will inform you right away if your writing does not meet these standards, and we may ask you to rewrite assignments. Proofreading is essential! If you are prone to making errors and have difficulty catching them yourself, get in the habit of having someone else read your work.

All work will be uploaded (and marked and returned) using the dropbox feature on Desire2Learn (D2L). Each assignment will have a particular name. You must save the assignment as directed (generally, as **yourlastname.nameofassignment.doc** or .docx). Please do not copy and paste your assignment into the textbox. Please note that D2L has a timestamp feature that indicates at what time you post your assignment.

## Communication and Professional Responsibilities:

In the schools, you are expected to dress, act, and talk in a professional manner. This means being respectful of children and school staff and of their need for learning and teaching to go on without unnecessary interruption. The confidentiality of the children and their families should be maintained at all times.

Students should check their e-mail and the course D2L site frequently for messages from the instructor or from classmates. Note: on the occasion that you must be absent or tardy, call or e-mail **in advance**. I welcome communication from each of you via office hours visits, questions after class (but not before, when I am preparing to teach), and e-mail. **A word of caution, however, when using e-mail: please re-read your messages for clarity and tone.** If your questions are unclear, or if your questions and/or my responses are complicated, the instructor may suggest a meeting in place of an e-mail conversation. Also, do not e-mail attachments of assignments requesting review. We may suggest you send an excerpt from an assignment if your question can be best answered by a quick look at your work. However, as a principle, we do not review entire drafts of assignments except when such drafts are assigned (such as for the field-based lesson).

## Attendance and Participation:

In line with the general TE Program Requirements, we expect regular on-time attendance and active participation, and we recognize the importance of attendance and participation by making it 20% of your final grade. Learning to teach is, in part, a function of being a member of a community of learners who interact to build knowledge about teaching and learning. We expect you to make regular contributions to class activities, discussions, and group projects. Your active participation, in which you knowledgeably discuss readings and assignments for the day, is expected. Thoroughly preparing for class by careful reading and reflection, timely completion of assignments, and thoughtful in-class participation is expected in order for all students to have a good learning experience in this course. Our many and diverse ideas enrich all our experiences. Therefore, we work to create an environment where students can respectfully and thoughtfully disagree since different perspectives are often central to substantive conversation. Learning to question, argue, support one's viewpoints, compromise, and consider alternative perspectives are all part of democratic participation.

This approach to discussion is also practice for your own classroom experience where you will undoubtedly have students with varying viewpoints. As teachers, you will be responsible for engaging children in discussion of difficult and often controversial topics. To become a productive leader of such discussions, you must learn to use effective discussion skills yourselves. To prepare you for this responsibility, this course requires your oral participation in small and large group contexts. Participating is *not* the equivalent of talking. Often just one comment or question may demonstrate deep thinking and curiosity.

The degree to which you actively participate is up to you, but there are also some requirements we ask you comply with to ensure that as few distractions as possible interfere with everyone's learning. Although people think they are productive when multi-tasking, research shows that, for most people, their ability to focus and be productive is compromised during multi-tasking. Cell phones must be switched off during the class. Receiving calls or text messages or writing text messages is highly distracting to you, your classmates, and the instructor. Other distractions such as crossword puzzles, sidetalking with classmates, and surfing the internet are also not permitted. **We encourage you to bring your laptop for educational use, but they will only be needed during certain designated learning activities.** Please do not open your laptop until indicated that they will be used. There will be a ten minute break during every class period during which you can use your cell phone and laptop or tablet.

## General Grading Rubric:

4 - Point Scale	Description
4.0 (95-100)	This represents outstanding and exemplary work. The student uses and integrates readings, classroom discussions, and field experiences (where appropriate) to inform his/her writing. The student meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support writing. The writing contains no errors in grammar, punctuation, and spelling.
3.5 (90-94)	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. The writing contains very few errors in grammar, punctuation, and spelling.
3.0 (85-89)	This represents high quality work. The student uses many readings, classroom discussions, and field experiences (where appropriate) to inform the writing. Meets all the requirements of the assignment, is thoughtful and provides some details and examples to support writing. The writing contains very few errors in grammar, punctuation, and spelling.
2.5 (80-84)	This represents work below expected level of quality for the TE program. The student does not include appropriate references to relevant readings, class discussions, and field experiences to inform writing. The student does not meet all requirements of assignment. The student's writing represents a limited attempt to engage with the purposes of the assignment, few details and examples to support writing. The writing includes many errors in grammar, spelling, and punctuation.
2.0 (75-79)	This represents work significantly below expected level of quality. The student's writing includes many errors in grammar, spelling and punctuation. The work shows little evidence of having read course readings, of uses of classroom discussions or of field experiences. The writing meets few of the assignment's requirements. The student demonstrated a shallow attempt to engage with the purposes of the assignment, no details or examples to support the writing.

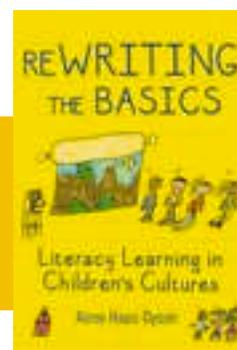
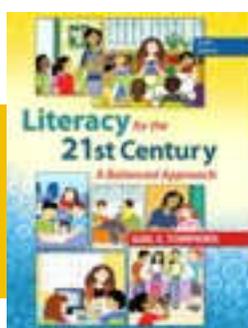
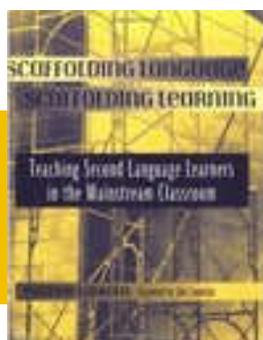
## Course Readings:

The three books are available for purchase at the Spartan Bookstore in the International Center. Supplementary readings can be found on our course website hosted on Desire2Learn (D2L).

### **Books**

- Tompkins, G. E. (2014). *Literacy for the 21st Century: A Balanced Approach, 6<sup>th</sup> Edition*. Upper Saddle River, New Jersey: Merrill, Prentice-Hall. ISBN: 0-13-283779-X
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann. ISBN: 0-325-00366
- Haas Dyson, A. (2013). *Rewriting the basics: Literacy learning in children's cultures*. New York, NY: Teachers College Press. ISBN: 0-807-754552

We strongly recommend you "surf" each of these books at the beginning of the semester. By "surfing," we don't mean reading the books in entirety, but skimming them to get a sense of their contents and purposes. You will surf a textbook (Tompkins, 2014) differently than you would a classroom ethnography (such as the Haas Dyson). When surfing a textbook, you should examine the table of contents, the index, the chapter highlights, the preface, appendices, etc. to understand the main goals and topics. For course readings that are supplemented on D2L you should read them closely, spending time unpacking the findings and classroom application. These reading skills are important to helping you get a sense of the books' purposes—skills you will teach to your future students.





# IT'S IN THE SYLLABUS

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## Final Thoughts; Or, How Can a Course Inform my Vision for Social Justice

### **A Word About Teacher**

#### **Activism:**

As Picower (2012) notes, "Teacher activists understand the challenges that students face because of institutionalized oppression and commit to help students to deconstruct and transform their contexts" (p. 13). Similarly to Picower, one of the central goals of this course is to understand how English language arts and literacy are operationalized as a regulatory mechanism for power. What makes the orientation of teacher activists vital is that "they are willing to continue the fight even in the face of loss, because they are committed to realizing their vision for justice. They [teacher activists] recognize that their vision may not be realized in their lifetime, but they commit to pushing back against the forces of oppression, rather than sitting back and doing nothing," (Picower, 2012, p.13) By exploring how teacher researchers, teacher activists, and education researchers have come to understand urban, rural, and other peripheral communities and cultures, we hope to "create liberatory spaces while standing up to injustice," empowering ourselves and "...more educators to take on this vital work," (Picower, 2012, p.14). Ultimately, our goal over the course of the semester to is engage you in the development of

empathy to address the needs of marginalized populations, analyze political oppression, and expand our understanding of teacher activism.

#### **Course Summary:**

As you can see from reviewing this syllabus, we have a lot of work ahead of us. Evaluations from past TE 405 students have indicated that they felt somewhat overwhelmed at the beginning, but with some organization on their part, and continued support from their Mentor Teachers and course instructors, they were able to meet the assignment dates without too much stress. They also have felt they learned a great deal from their hard work! I hope that you will feel the same when you give me feedback at mid-semester and in April.

TE 405 is a course that will in part be shaped by the needs and experiences of each teacher candidate. I believe that each of us brings important understandings and experiences to each class session and that we can all learn a great deal from each other. I also believe that each of us needs to shape our own learning in meaningful ways and there is ample room for individual responses to learning opportunities and assignments. I look forward to working with you this semester. I plan on learning a lot—and having some fun, too!

