

Rutgers, The State University of New Jersey

005:300:430:80 PRINCIPLES OF SECOND / FOREIGN LANGUAGE ACQUISITION

Fall 2014

THURSDAYS, 4.50 – 7.30 PM

**GSE, NEW BRUNSWICK CAMPUS AND BARTLE ELEMENTARY SCHOOL,
HIGHLAND PARK**

Instructor: Christelle Palpacuer Lee	Email: christelle.palpacuer-lee@gse.rutgers.edu
Phone Number :848-932-7496	Location GSE, Room #221 (second floor)
Office Hours: By appointment (usually Thursdays 1-4pm).	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other OFF CAMPUS	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning goals:

This course is a survey course on the various theories related to the acquisition of second and foreign languages. It also provides opportunities to apply this theoretical knowledge. At the end of this course you will be able to:

- 1) Demonstrate an understanding of the fundamental principles that underlie second/foreign language learning;
- 2) Apply this knowledge to language teaching and policy decisions;
- 3) Develop instructional strategies to teach a second language;
- 4) Hone knowledge, skills, and dispositions to help L2 learners increase their language proficiency, content-area and cultural knowledge, and to become fully participating members of their classrooms and schools.

5) Interpret and construct inquiries into language learning and teaching.

New Jersey Professional Standards for Teachers (2014)¹:

The course meets the following New Jersey Professional Teaching Standards:

- 1) Standard One: Subject Matter Knowledge;
- 2) Standard Two: Human Growth and Development
- 3) Standard Three: Diverse Learners
- 4) Standard Four: Instructional Planning and Strategies
- 5) Standard Six: Learning Environment
- 6) Standard Eight: Communication
- 7) Standard Nine: Collaboration and Partnerships

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Council for the Accreditation of Education Professionals CAEP (2013)²:

• **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

→ *The teacher candidates will read about language acquisition across ages and contexts and investigate how and why there is much variation among learners.*

• **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

→ *The teacher candidates will read about and discuss individual differences among language learners.*

• **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

→ *The teacher candidates will create learning environments for our community partners in Highland Park and discuss how interaction and engagement can lead to learning in community settings.*

• **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

→ *The course is an introduction to the theoretical tenets in the field. The teacher candidates will learn about the field of applied linguistics and second language acquisition, and understands the main theoretical debates currently discussed, as well as the impact of such theories on instruction.*

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

• **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

→ *The teacher candidates will be able to test and implement their theoretical understanding when they teach our community partners in Highland Park.*

* **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

→ *The teacher candidates will work collaboratively to design lesson plans for our community partners, following a community engagement model for second language acquisition.*

• **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

→ *The teacher candidates will be able to design, test and discuss instructional strategies for diverse ESL learners when in Highland Park.*

• **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

→ *The teacher candidates will reflect on their learning trajectories and how they inform their teaching practices. Journal writing will be an ongoing activity in this class to demonstrate ongoing reflection.*

ACTFL (American Association for Teachers of Foreign Languages) and NCATE Professional Standards

Standard 3a. Understanding language acquisition and creating a supportive classroom.

Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation and meaningful interaction.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Language Acquisition Theory	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the	Candidates exhibit and understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide varieties of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation and

	use of instructional strategies.	developmental levels, in designing teaching strategies that facilitate language acquisition.	implementation of instructional strategies that reflect language acquisition theories.
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The following activities will provide evidence and opportunities to meet the objectives of Standard 3:

- a. Exams / Tests: your performance will demonstrate your understanding of language acquisition theories and the relationship between theory and practice,
- b. Critical Annotated Bibliography: Your synthesis of professional journal articles that address current research and/or teaching practices, will demonstrate your capacity to investigate theoretical issues, and to reflect on the information learned and implications for your practice.
- c. Lesson Plan: You reflections on lesson plans will illustrate your understanding of teaching practices based on language acquisition theories.
- d. Classroom observation: You reflections on classroom observation and/or case study reports will demonstrate your understanding of connections between theory and practice.

Standard 6a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Standard 6b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

Elements	Approaches Standard	Meets Standard	Exceeds Standard
Life-long commitment to professional growth	Candidates articulate the need for ongoing professional development	Candidates identify immediate professional development needs	Candidates outline a process for identifying ongoing professional development needs and the potential providers to meet these needs.
Reflection as a critical tool for growth	Candidates recognize the potential of reflection and research as essential tools for becoming an effective practitioner. They rely on others' questions to frame reflection.	Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning.	Candidates systematically engage in a reflective process for analyzing student work and planning future instruction. They identify possibilities of classroom-based research to inform practice.
Development of a rationale for foreign language learning	Candidates realize the importance of developing a rationale that supports foreign language learning.	Candidates develop a rationale that includes key benefits of foreign language learning.	Candidates develop and articulate a rationale for foreign language learning that includes cognitive, academic, and affective benefits to students and society
Accessing and employing	Candidates identify the	Candidates choose	Candidates access multiple

data to support foreign language learning	main data sources (print and online) for accessing foreign language specific data.	appropriate data sources to develop products in support of foreign language learning for designated audiences.	sources of data and synthesize findings to prepare a coherent rationale for foreign language learning for diverse audiences.
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The following activities will provide evidence and opportunities to meet the objectives of Standard 6:

- a. **Statement of Teaching Philosophy:** your statement will demonstrate your understanding of the field of SLA but also demonstrate your positioning in and advocacy for foreign language learning and education.
- b. **Webliography:** the co-construction of a shared list of references will demonstrate your capacity to locate and analyze language specific data sources.
- c. **Journal reflections:** Regular reflections in your Journal will keep you engaged in reflective practice and in constantly articulating research, practice, and personal experience.

Course catalog description:

This course is designed to offer an introduction to second language acquisition (SLA) theories and research that inform our understanding of how second/foreign languages are learned by children and adults. Through readings, discussions, and activities, we will critically examine the language acquisition processes from learners' and language instructors' perspectives and analyze the socio-cultural, psychological, and instructional factors that can affect the language learning process.

The course is designed to promote knowledge construction gained through exposure to scholarship in the field of SLA, while making connections to our own personal language learning experiences and the language learning experiences of members of our local community. This course will include a **service learning component** in which we will offer adult English as a Second Language (ESL) instruction with the goal of seeing theory in action. We will discuss how the New Jersey Core Curriculum Content Standards, ACTFL Standards, WIDA and TESOL Standards reflect second language acquisition theory and research. We will focus on developing graduate-level academic writing and presentational skills. Throughout the course, participants will be given many opportunities to reflect upon and develop their personal theory of second language acquisition, which they will use as a foundation for their practice as they teach ESL and world languages to foster the success of *all* their students.

Required text:

- **Brown, H. (2013). *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Longman. ISBN:0-13-199128-0**

Standards documents (required according to your future teaching plans)

- [NJ Core Curriculum Content Standards](#) (If you are from another state, please review the appropriate standards.) (*Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.*)

- [ESL Standards for Pre-K-12 Students](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [PreK-12 English Language Proficiency Standards](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [WIDA Standards](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)
- [Standards for Foreign Language Learning: Preparing for the 21st Century](#) (Note: Selecting this link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.)

Recommended texts

- Atkinson, D. (Ed.). (2011). *Alternative Approaches to Second Language Acquisition*. New York: Routledge. ISBN13: 978 0 415 54925 7
- Johnson, M. (2004). *A philosophy of second language acquisition*. New Haven, CT: Yale University Press.
- Lightbown, P. & Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.
- Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education (Hachette UK). ISBN: 978 0 340 905 593
- Perrin, R. (2007). *Pocket guide to APA style: Second edition*. NY: Houghton Mifflin.
- Swain, M., Kinnear, P. & Steinman, L. (2011). *Sociocultural Theory in Second Language Education: An Introduction through Narratives*. Tonawanda, NY: Multilingual Matters.

Articles

Additional readings will be available through Rutgers Library eReserves.

- Marinova-Todd, S., Marshall, D. & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34, 9-34.
- Marinova-Todd, S., Marshall, D. & Snow, C. (2001). Missing the point: A response to Hyltenstam & Abrahamson. *TESOL Quarterly*, 35, 171-176.
- Hyltenstam, K. & Abrahamson, N. (2001). Age and L2 learning: the hazards of matching practical 'implications' with theoretical 'facts': comments on Marinova-Todd et. al. *TESOL Quarterly*, 35, pp. 151-170.
- Larsen-Freeman (2007). Reflecting on the Cognitive-Social Debate in Second Language Acquisition. *Modern Language Journal*, 91, Focus Issue.
- Firth and Wagner (1997). On Discourse, Communication and (some) Fundamental Concepts in SLA. *Modern Language Journal*, 81, pp.285-300.

- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97-114). Oxford: Oxford University Press.
- Pavlenko, A. & Lantolf, J. P. (2000). Second language learning as participation and the (re)construction of selves. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 155-179). Oxford: Oxford University Press.
- Kinginger, C. (2004). Alice doesn't live here anymore: Foreign language learning and identity reconstruction. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts*, (pp. 219-242). Clevedon, UK: Multilingual Matters.
- Curran, Mary. (2012). Using Sociocultural Theory to Explain Successful U.S. Bilingualism: The Case of El Gringo.
- Hawkins, Margaret R. (2004). Researching English Language and Literacy Development in Schools, *Educational Researcher*, Apr. 2004; vol. 33: pp. 14-25.

Grading policy:

Grade	Percent
A	95.00-100.0%
B+	90.00-94.99%
B	85.00-89.99%
C+	80.00-84.99%
C	75.00-79.99%
F	Under 75%

Evaluation of Written Work:

Rubrics for each assignment will be distributed in class and/or posted on Sakai two weeks prior to each assignment due date. The following is generally expected from your written work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
 - Clarity and organization of writing.
 - Conciseness – try to write in a non-repetitious way.
 - Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
 - Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
 - Relevance – Connections between your work and the content and organization of the course and other courses you are or have taken should be clear.

● Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>). Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.

● **On lateness – If you need an extension of time on an assignment please contact me before the date when the paper is due. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.**

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site: <https://sakai.rutgers.edu/portal> A specific sakai page on this portal will be dedicated to this course.

Course Requirements

Attendance Policy - If you must miss a class please make sure that you talk to a fellow student who can help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - 1/2 grade, 3 classes - 1 full grade, 4 classes - failing grade.

Participation – You are asked to participate actively in class. This includes coming to class on time, being prepared for class by having read that day's assigned readings and written notes, sharing your responses to the course content, and listening respectfully to the comments of your classmates. In-class or homework assignments may be given, and you will have responsibilities related to the activities planned with language learners in our local community. You will be expected to engage in a diversity of activities. I will take notes of participation every week. Lack of participation will result in the lowering of the final grade.

Summary of Requirements

1. You will participate in an **English language learning service-learning project** at Bartle Elementary School (435 Mansfield Street, Highland Park, 08904). For this project, you will (1) provide English language tutoring and childcare for community participants. (2) You will create conversation activities for the tutoring, and (3) use your experience in this project to reflect on the relationships between theory and practice through the

completion of 7 reflection essays. (All assignments account for 30% of the final grade)

2. You will write a **Second/Foreign Language Learning and Teaching Memoir**. This memoir will consist of 4 assignments: 3 reflection notes and 1 oral presentation of a published language learning memoir about/in the language you wish to teach. You will submit a copy of each assignment to Sakai on the due dates. On the last day of class, you will submit a hard copy of all 4 assignments + photos and/or documents, in a binder with your name. (20% of final grade).
3. You will create a **Researcher Profile** using **Glogster**. You will introduce the class to a SLA researcher of your choice and highlight her/his impact on the field of SLA in Glogster presentation. You will conduct research on your own to determine a suitable candidate for your profile. You will then submit to your instructor for approval. Then, you will write an essay that highlights the research interests, achievements, and career of the researcher you selected following the example provided. You will then turn this essay into a Glogster. Be prepared to share and present your Glogster. (20% of final grade).
4. You will write a **Critical Annotated Bibliography** as your **Final Paper** in which you review 5 research articles from peer-reviewed journals on a SLA topic of your choice. (20% of final grade).
5. You will take **2 Exams / Tests** this semester to help you assess your understanding of the class material. The first test will be given in class and you will take home the second test (10% of your final grade; 5% each).

Course Schedule by Week

Week	Assignments & Readings
1 Sept. 3 * ON CAMPUS (Lucy Stone Hall Room B 105 Livingston campus)	<p>Introduction to course and to each other Presentation of course Presentation of syllabus</p> <p>Language Learning Memoirs Published memoirs Your language learning experience</p>
Assignment for Sept. 9	Memoir 1: Write your own language learning memoir. At the end, list 2 references of published language learning memoirs in your target language.
2 Sept. 10 Bartle	<p>The Study of Second and Foreign Language Acquisition: Historical Overview <i>Readings: Brown, Ch. 1</i></p> <p>Visual representation of theoretical approaches Analysis of your language learning memoir.</p>
Assignment for Sept. 16	Memoir 2: Analyze your language learning memoir in terms of the various theoretical approaches you have learnt about. REVIEW CLASS MATERIALS FOR TEST 1
3 Sept, 17 Bartle	<p>SLA: The Main Debate <i>Readings: Firth & Wagner (1997); Larsen-Freeman (2007)</i></p> <p>TEST 1 (1 hour)</p>
Assignment for Sept, 23	Service Learning: Read one of the articles on community language learning for next week and prepare a visual summary of the article using Glogster. Share with your instructor and print before coming to class.
4 Sept. 24 Bartle	<p>Principles of community language learning <i>Readings (choose one): Auerbach (1989); Larotta (2011); Schwarzer (2009); Soga (2008)</i></p> <p>The political dimensions of language teaching and learning The Highland Park Community Funds of knowledge Community Language Learning Techniques The Conversation Tree Model</p>
Assignment for Sept. 30	Service Learning: Create a conversation tree activity. You can work in groups but submit individually. Remember: no submission means no grade.
5 October, 1 CC at Bartle	<p>SLA: Diverse Perspectives <i>Readings: Brown, Ch. 4</i></p> <p>Reading abstracts Classroom analysis (video if possible)</p>

	<p>Analysis of lesson segments Design a Conversation Tree activity</p>
Assignment for October, 7	<p>Service Learning: Reflect on your teaching experience in Highland Park. Give your lesson plan (i.e. conversation guide) + 1 page of reflection that answers the following question: How does theories connect to your teaching practice? Give concrete examples from your teaching experience in Highland Park. Submit to Sakai.</p>
6 October, 8 CC at Bartle	<p>The Cognitive Tradition: The Issue of Age <i>Readings: Brown (Ch. 3)</i></p> <p>Jigsaw activity – readings In-class debate</p>
Assignment for October, 14	<p>Service Learning: Reflect on your teaching experience in Highland Park. Give your lesson plan (i.e. conversation guide) + 1 page of reflection that answers the following question: How does age affect language learning? Give concrete examples from your teaching experience in Highland Park. Submit to Sakai.</p>
7 October, 15 CC at Bartle	<p>Cognitive SLA – Interlanguage <i>Readings: Brown, Ch. 9</i></p> <p>Discussion Article summary (group) Language development</p>
Assignment for October, 21	<p>Service Learning: Reflect on your teaching experience in Highland Park. Give your lesson plan (i.e. conversation guide) + 1 page of reflection that answers the following question: What features of interlanguage did you notice and work on with your community partner(s)? Give concrete examples from your teaching experience in Highland Park. Submit to Sakai.</p>
8 October, 22 CC at Bartle	<p>Cognitive SLA -- Interaction <i>Readings: Brown, ch.8</i></p> <p>Review of Krashen, Swain and Long. Activity: Data analysis + comprehensible input Discussion: impact on teaching: feedback</p>
Assignment for Oct, 29	<p>Do the reading for next week. That's all! Finish Reading a Language Learning Memoir you will be presenting on Nov. 13</p>
9 October, 29 CC at Bartle	<p>Cognitive SLA – Personality Factors <i>Readings: Brown, Ch. 6</i></p> <p>Jigsaw activity Impact on teaching – the affective filter</p>
Assignment for Nov, 5	<p>Take Home Test 2 assigned. Due Nov. 12.</p>

<p>10 November, 5 * ON CAMPUS</p>	<p>The Sociocultural Alternative – Identity</p> <p>Reading: Atkinson, Ch. 3. ; Kinginger (2004)</p> <p>Lecture: Norton (2000) Jigsaw activity – Reading studies on identity. Discussion – Identity and language learning</p>
<p>Assignment for Nov. 12</p>	<p>TAKE HOME TEST 2 DUE. Submit on SAKAI before 23:59pm.</p>
<p>11 November, 12 CC at Bartle</p>	<p>The Sociocultural Alternative – ZPD and I + 1</p> <p><i>Readings: Kinginger (2002)</i></p> <p>Activity: make a meme PRESENTATION Memoir 3 – Present <u>orally</u> a language learning memoir you have selected and read. The written version of your presentation should be handed in to your professor at the beginning of class. Add the written version of your presentation to your Memoir file.</p>
<p>Assignment for Nov. 20</p>	<p>Service Learning: Reflect on your teaching experience in Highland Park. Give your lesson plan (i.e. conversation guide) + 1 page of reflection that answers the following question: How can you provide adequate scaffolding to your students? Give concrete examples from your teaching experience in Highland Park. Submit to Sakai.</p>
<p>12 November, 20 ONLINE</p>	<p>The Sociocultural Alternative – Collaborative Dialogue</p> <p><i>Readings: Swain (1997; 2000)</i></p> <p>Lecture and Discussion: Output hypothesis vs. Collaborative Dialogue PRESENTATIONS: Researcher Profile. Example: Merrill Swain. Post your researcher profile and comment on 2 other profiles.</p>
<p>13 November 25</p>	<p>NO CLASS – THANKSGIVING Work on your final paper. You can submit 2 entries for your critical annotated bibliography for feedback on Nov. 26. I will send you feedback asap. This is optional, but in your best interest.</p>
<p>14 Dec 3 CC at bartle</p>	<p>The Sociocultural Alternative -- Mediation</p> <p><i>Readings: Brown, Ch. 7</i></p> <p>Mona and Mediation Your own story</p>
<p>Assignment for Dec. 10</p>	<p>Memoir 4: In your Language Learning Memoir, answer the following question: How can your autobiography as a learner contribute to your beliefs and practices? Use your experience.</p>

	Service Learning: Reflect on your teaching experience in Highland Park. Give your lesson plan (i.e. conversation guide) + 1 page of reflection that answers the following question: How are global forces impacting your community partners' sense of belonging and identity? Give concrete examples from your teaching experience in Highland Park. Submit to Sakai.
15 December, 10 CC at Bartle	BRING A HARD COPY OF YOUR LANGUAGE LEARNING MEMOIR (all 4 entries) Conclusion – Contrasting Perspectives Final paper workshop and discussion Celebration of the end of the semester with our community partners!
Assignment for Dec, 15	Submit your Critical Annotated Bibliography on Sakai by Dec. 15 before 23:59pm.

Key for Color Code

Assignment	Conversation Café at Bartle in Highland Park	Class on campus or at Bartle but no Conversation Café
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