COURSE REQUEST
5370 - Status: PENDING

Term Information
Effective Term: Autumn 2016

General Information
Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5370
Course Title: Language and Literacy Development & Instruction for Bilingual Learners
Transcript Abbreviation: BilingLang Lit Dev
Course Description: This course provides an overview of key research on bilingual and biliteracy development with a focus on children who are learning and living in two (or more) languages in their homes, communities, and schools. Course examines the complexity of bilingualism and biliteracy, including the influences on and processes of bilingual/biliteracy development and the roles of culture in schooling.
Semester Credit Hours/Units: Fixed: 3

Offering Information
Length Of Course: 14 Week
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites: EDUTL 5301, EDUTL 5365
Exclusions

Cross-Listings
Cross-Listings

Subject/CIP Code
Subject/CIP Code: 13.0101
Subsidy Level: Masters Course
Intended Rank: Senior, Masters, Professional
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units.

Course Details

Course goals or learning objectives/outcomes

• Understand and explain orally and in writing, in English and the target language, the ways that emergent bilingual students engage in language and literacy learning in multiple languages across contexts of learning.
• Distinguish developmental patterns between first and second language acquisition, as well as bilingual language acquisition for simultaneous bilingual students.

Content Topic List

• Bilingual and Monolingual First Language Acquisition
• Second Language Acquisition for Sequential Bilinguals
  • First language acquisition
  • Sequential second language acquisition
  • Individual differences in SLA
• Factors Affecting Bilingual Development
• Linguistic Foundations and Theories of Bilingualism
• Pedagogies for Emergent Bilinguals’ Trans(languaging) Resources
  • Code-switching
  • Translanguaging
• Bilingual Education and Teacher Talk
• Defining Bi/Literacy
  • Varied approaches to literacy and literacy instruction
  • Similarities/differences in writing systems and biliteracy development
• Teaching for Biliteracy
• Connecting Oracy and Literacy
  • Leveraging students’ family and community-based language and literacy practices for learning
• Building on Students’ Funds of Knowledge for Biliteracy Development
• Bilingual Reading Development
  • Reading comprehension
  • Selecting culturally relevant texts in English and other languages
• Bilingual Writing Processes and Development
• Strengthening Connections across and between Languages

Attachments

• Lang & Lit for Bilingual Learners EDUTL5370 (FINAL).pdf: course syllabus
  (Syllabus. Owner: Gort,Mileidis)

Comments
## Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Gort,Mileidis</td>
<td>03/10/2016 10:53 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Salamone,Lauren Marie</td>
<td>04/01/2016 02:58 PM</td>
<td>Unit Approval</td>
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</table>
| Pending Approval | Odum,Sarah A.  
Zircher,Andrew Paul  
Warnick,Bryan R.  
Achterberg,Cheryl L. | 04/01/2016 02:58 PM | College Approval |
Language and Literacy Development & Instruction for Bilingual Learners
Credit Hours: 3
Semesters Offered: Fall & Spring
Cross-Listing: N/A
Prerequisites: 1 EDUTL 5301: Foundations of Bilingual Education; EDUTL 5365: Linguistics for Literacy Education

Instructor Name, Office, Phone, E-mail, Office Hours (TBA)

Course Description
This course provides an overview of key research on bilingual and biliteracy development with a focus on children who are learning and living in two (or more) languages in their homes, communities, and schools. Through our readings, writings, presentations, and discussions we examine the complexity of bilingualism and biliteracy, including the influences on and processes of bilingual/biliteracy development and the roles of culture in language learning and school success. Students will draw upon their own and their students’ experiences with English and other languages to apply their developing understanding of course content in a variety of course assignments.

Course Objectives/Learning Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Bilingual Education Endorsement Program Standard</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following successful completion of this course, the student will be able to…</td>
<td>Standard 1. Candidates demonstrate competence in listening, speaking, reading, and writing in both English and the language of the target student population. 1.1 Candidates successfully engage in social and school-related conversations with</td>
<td>In class activities, discussions, and quick write</td>
</tr>
<tr>
<td>Understand and explain orally and in writing, in English and the target language, the ways that emergent bilingual students engage in language and literacy learning in multiple languages across contexts of learning.</td>
<td></td>
<td>Weekly Reading Summaries</td>
</tr>
</tbody>
</table>

1 This course is the third in the five-course sequence for the Bilingual Education Endorsement. EDUTL 5301:
| | native speakers in both English and the target language(s).  
1.2 Candidates demonstrate comprehension of authentic oral and written texts in both English and the target language(s).  
1.3 Candidates demonstrate understanding of literacy and cultural texts and traditions.  
1.4 Candidates proficiently write texts of different genres in both English and the target language(s). | | | 
| --- | --- | --- | 
| Understand the differences between first language and second language acquisition, as well as bilingual language acquisition for simultaneous bilingual students. | Standard 4. Candidates demonstrate competence in the knowledge of and experiences in how first and second language acquisition theories apply to teaching across grade levels.  
4.1 Candidates identify and discuss at least three theories of second language acquisition and the instructional implications of each theory across grade levels.  
4.2 Candidates explain differences and similarities between first and second language acquisition.  
4.3 Candidates identify and explain factors that impact second language acquisition (age, motivation, personality, etc.). | In class activities, discussions, and quick write  
Weekly Reading Summaries  
Focal Student Portfolio | 
| Required Texts | 
Plus, various assigned articles and book chapters, available through CARMEN or handed out in class.


**Expectations**

I expect you to perform at your highest potential. I will help you in any way I can to help you succeed, and I expect you do your part. Course requirements (listed below) will each be graded and awarded points as indicated for a total of 100 points, and grades will be calculated according to the following distribution:

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>D+</td>
<td>67-66</td>
</tr>
<tr>
<td>D</td>
<td>60-65</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
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</tbody>
</table>

**Attendance and Class Participation** – Attend class, come prepared, and be an active participant in all class discussions and activities. *Attendance* and participation are essential to building your knowledge base and skill sets as a dual language teacher and will be recorded for each class meeting. *Punctuality* is expected, and you are expected to attend each class for the full session unless you have been excused in advance or in case of emergency.

This course is highly interactive and requires significant *in-class participation*. Most sessions of this course will follow a seminar style. This means that you will be expected to influence these sessions through your questions, thoughtful responses, and discussion. You are expected to come to class having completed the reading assignments and prepared to discuss them. There are at least four distinct sources of evidence that one can invoke in a debate or to support one’s claims: (a) a personal experience, (b) text/reading, (c) empirical research, and (d) theory. All of these vary in their strengths, in their relationships to each other, and in how well they coincide with what others think and claim. You should become very clear on the nature of the warrants that you use to support your claims. In all cases, my primary concern involves the thoughtfulness of your work. How substantively do you think about things? How carefully do you craft your arguments? How well do you understand the source(s) of your own beliefs? How well do you synthesize these things into a coherent argument that considers alternatives but also that respectfully challenges others to think things through?

**Written work** – All written work will be submitted via CARMEN and must:

- Be of professional quality, neatly presented, proofread for grammar usage, spelling, and punctuation.
- Be prepared on a computer using 12 point font, double spacing, page numbers, and a standard print (e.g., Times New Roman, Times, Geneva).
- Include your name, course number/name, date, and assignment title at the top of the first page.
• Use APA writing style for any of the references (see http://apastyle.apa.org/ for more information).
• Be submitted on time. Late or incomplete assignments will not earn full credit.
• Be original work (i.e., written and conceived by you, with proper credit given to others’ words, ideas, materials, or work through citations and proper documentation).

Written work will earn full points if it is superior in every way: thoughtful, makes connections between theory and practice, demonstrates deep understanding of course ideas/concepts, takes risks, indicates growth and learning. Please note that most assignments can be revised with the instructor’s consent.

**Academic Integrity** – Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
• The Committee on Academic Misconduct web pages (COAM Home)
• *Ten Suggestions for Preserving Academic Integrity* (Ten Suggestions)
• *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)
Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final</th>
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<tbody>
<tr>
<td>Assignment #1: In-class activities, discussions, and quick-writes</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #2: Weekly Summaries of Readings</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #3: Portfolio: Description of Focal Student’s Community Context</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment #4: Portfolio: Description of Focal Student’s Family Context</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #5: Portfolio: Description of Focal Student’s Schooling Context</td>
<td>25%</td>
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<tr>
<td>Assignment #6: Final Portfolio</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #7: Roundtable Presentation of Focal Student across Contexts of Learning</td>
<td>5%</td>
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Assignment #1: *In-Class Activities, Discussions, and Quick-Writes* (10% of course grade)

Throughout the course, participants will be involved in in-class group activities, discussions, and individual reflective writing. A thorough understanding of the required readings is essential for active participation in these activities. Everyone is expected to participate in an informed manner through questions, discussion, and reflective writing response. These activities will serve as one form of evidence that you have read carefully and understood the material.

Assignment #2: *Weekly Summaries of Readings* (15% of course grade)

Each week you will upload a brief summary for each reading prior to our class session. It entails 5-7 sentence summary, 1+ connections to your teaching, 1+ connections to your focal student project, and optional connections to other readings. Summaries uploaded after our class will not receive credit. These summaries will prove useful when you write assignments related to your focal students, which require citations from our course readings.

Assignments #3 - #6: *Portfolio of a Focal Emergent Bilingual Student Across Contexts*²

Throughout the course, you will study a school-age bilingual individual (age 4 to 18) and his/her particular language and literacy development across contexts. For this assignment, you will observe an emergent bilingual student across school and community contexts, interview family members, record his/her performance and application of literacy strategies, collect samples of the learner’s work, and analyze his/her literacy development. There are four parts to this assignment (#s 3-6) to help you develop this case study in stages. You will receive separate grades for each portion.

Overall these assignments help you answer the following set of questions regarding your focal student’s language use and development across contexts (e.g., in her/his neighborhood, family, and school):

1) How are multiple languages used orally in each context?

² Key assessments.
2) How are multiple languages drawn upon for literacy practices in each context?
3) How does your focal student draw upon each language in everyday interactions in each context?
4) What does s/he accomplish by drawing upon these bilingual resources in each context?
5) How does knowing (speaking) more than one language appear to be valued in each context?
6) How does biliteracy appear to be valued in each context?
7) What opportunities are there to develop bilingual and/or biliteracy resources in each context?
8) How are bilingual and biliteracy resources recognized, assessed, and/or potentially overlooked in your focal student’s schooling?

Assignment #3: Description of Focal Student’s Community Context (10% of course grade)
You will visit your case study student’s community (or communities) to become acquainted with the ways in which bi/multilingual communities function and what kind of exposure to different languages children experience in these communities. You do not have to visit with your student during this observation: the point is to observe the written and spoken languages in the community and how they are drawn upon in everyday life. This can be observed walking around, eating in restaurants, attending religious services, or going to parks or shops. These observations do not take place in your focal student’s home/s. Guidelines for observation and a rubric will be provided. Completed in English (Due Week 4)

Assignment #4: Description of Focal Student’s Family Context (15% of course grade)
This assignment consists of talking with people in your focal student’s family to learn more about your student’s background and about the multilingual language and literacy resources in his home context. To complete this assignment you will need to interview your focal student’s family outside of school and talk with/interview your focal student; these conversations should be conducted (at least partially) in your student’s home language. Detailed guidelines and a rubric will be provided. Completed in both English and your target language. To carry this project out you will need to:
- Submit your Family Interview Protocol in Target Language and English for feedback (Due Week 5)
- Submit written description and an audio log of your interview in English (Due Week 7)

Assignment #5: Description of Focal Student’s Schooling Context (25% of course grade)
For this assignment you will provide background on your emergent bilingual and explore how your student draws upon and develops bilingual resources within an instructional context such as schooling. Through detailed school-based observations, you will analyze how your learner’s range of bilingual resources are recognized and built upon in his/her school and evaluate how common classroom-based language and literacy activities and assignments may help you understand (and/or potentially overlook) your student’s oral and written language resources and development. The portions of the assignment include:
- Completed Protocol of Schooling Experiences (Due Week 9)
- Three Completed Observations of Classroom Activities with focus on Oral Language - 1 Bilingual; 1 in English; 1 in Target Language (Due Week 11)
Three Completed Observations of Classroom Activities with focus on Literacy - 1 Bilingual; 1 in English; 1 in Target Language (Due Week 13)

Assignment #6: Revised, Final Portfolio (20% of course grade)
Based on instructor feedback, you will revise and polish Assignments #3-#5 into a final portfolio that reflects your case study student’s multilingual language and literacy learning across contexts. In addition, you will write a reflection of how your observations have shaped your pedagogical approaches for working with emergent bilingual students. You will provide this written reflection in both English and the Target Language. (Due Exam Week)

Assignment #7: Roundtable Presentations (5% of course grade)
Participants will prepare a presentation to share Key Findings and Insights from their Portfolio of Focal Student across Contexts of Learning with the rest of the class and other guests. You will be responsible not only for sharing your work but also for learning about others’ work by engaging in thoughtful reflection and informed conversation. (Due Exam Week)

Schedule of Class Topics and Assignments

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic/s</th>
<th>Assignments Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course</td>
<td>In class reading: Shin (2012), Ch 1: Facts and Myths About Bilingualism</td>
</tr>
<tr>
<td>2</td>
<td>Bilingual and Monolingual First Language Acquisition</td>
<td>Read: Lightbown &amp; Spada (2013), Ch 1: Language Learning in Early childhood De Houwer (2009), Ch 1: Introducing Bilingual First Language Acquisition - or - Genessee &amp; Nicoladis (2006), Ch 16: Bilingual First Language Acquisition</td>
</tr>
<tr>
<td>4</td>
<td>Factors Affecting Bilingual Development</td>
<td>Read: Beeman &amp; Urow (2013), Ch 2: Students: A Multilingual Perspective</td>
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</tbody>
</table>
| **5** | Linguistic Foundations and Theories of Bilingualism | **Read:**
|   |   | Diaz-Rico (2013), Chapter 2: Learning about Language Structure |
|   |   | Baker (2011), Ch 8: Cognitive Theories of Bilingualism and the Curriculum |
|   |   | **Due:**
|   |   | Family Interview Protocol (in English and Target Language) |
| **6** | Pedagogies for Emergent Bilinguals’ Trans(languaging) Resources | **Read:**
|   |   | Shin (2012), Ch 6: Code-switching |
|   |   | Beeman & Urow (2013), Ch 3: Teachers: Capitalizing on Life Experiences and Diversity |
|   |   | Flores Blog: [https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/](https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/) |
| **7** | Bilingual Education and Teacher Talk | **Read:**
|   |   | Beeman & Urow (2013), Ch 4: Planning the Strategic Use of Two Languages |
|   |   | Echevarría & Graves (2015), Chapter 4: Understanding, Adjusting, & Teaching the Language of the Classroom |
|   |   | **Due:**
|   |   | Written description and an audio log of your interview in (English) |
| **8** | Defining Bi/Literacy | **Read:**
|   |   | Varied approaches to literacy and literacy instruction |
|   |   | Baker (2011), Ch 14: Literacy, Biliteracy, and Multiliteracies for Bilinguals |
| 9 | Teaching for Biliteracy | Read: Pérez (2004), Ch 3: Writing across Writing Systems  
Read: Beeman & Urow (2013), Ch 1: Foundations in Teaching for Biliteracy  
Garcia (2009), Ch 3: Biliteracy Practices and Pedagogy  
Due: Completed Protocol of Schooling Experiences |
|---|---|---|
| 10 | Connecting Oracy and Literacy  
• Leveraging students’ family and community-based language and literacy practices for learning | Read: Orellana & D’Warte (2010): Recognizing Different Kinds of “Head Starts”  
Martínez et al. (2008): Found in Translation: Connecting Translating Experiences to Academic Writing |
| 11 | Building on Students’ Funds of Knowledge for Biliteracy Development | Read: Beeman & Urow (2013), Ch 5: Language Resources, Linguistic Creativity, and Cultural Funds of Knowledge  
Beeman & Urow (2013), Ch 6: Building Background Knowledge  
Due: Three Completed Observations of Classroom Activities w/ Focus on Oral Language |
| 12 | Bilingual Reading Development  
• Reading comprehension  
• Selecting culturally relevant texts in English and other languages | Read: Beeman & Urow (2013), Ch 7: Reading Comprehension  
Escamilla et al. (2014), Ch 3: Reading |
| 13 | Bilingual Writing Processes and Development | Read: Beeman & Urow (2013), Ch 8: Writing: A Multilingual Perspective  
Escamilla et al. (2014), Ch 4: Writing  
Due: |
Course Policies

**Electronic Equipment** – The presence of laptop computers in class is restricted to academic use directly related to our class activities and discussions. Cell phones are always to be turned off/on silent mode during class, no exceptions. Participants who persist in using computers or phones inappropriately during class, or whose phones ring, may be asked to leave the classroom and will have points reduced for class attendance.

You are welcome to use your cell phone, check email, surf the Web during class breaks.

**Tardiness Policy for Written Assignments** – All assignments are due on the date listed on the syllabus below unless you have made prior arrangements with the instructor. Late assignments will be subject to lost points as described below:

<table>
<thead>
<tr>
<th>Time After Due Date</th>
<th>Deduction</th>
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<tbody>
<tr>
<td>5 minutes to 4 hours</td>
<td>Deduction of 5%</td>
</tr>
<tr>
<td>4 to 8 hours</td>
<td>Deduction of 10%</td>
</tr>
<tr>
<td>Over 8 hours</td>
<td>Deduction of 20%</td>
</tr>
</tbody>
</table>

**Email** - All students registered in this course are required to have an active e-mail address and to check that address regularly. You are responsible for all assignments and materials that are given and updated via CARMEN and/or e-mail.

**Submission of Written Assignments** - All written assignments must be typed and submitted on CARMEN on the due date indicated in this syllabus. If you foresee a problem meeting a due date, you must speak with the professor within the first two weeks of the semester. Late assignments will not be accepted if prior arrangements have not been made early in the semester.

**Writing Center**

All members of the OSU community are invited to discuss their writing with a trained consultant at the Writing Center. The Center offers the following free services: help with any assignment, one-on-one tutorials, one-on-one online tutorials via an Internet Messenger-like system (no ads or downloads), and online appointment scheduling. Visit [https://cstw.osu.edu/writing-center](https://cstw.osu.edu/writing-center) or
call 688-4291 to make an appointment.

**Office of Disability Services Statement**
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Grievances and Solving Problems**
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity**
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences: N/A**

**Technology**
This course requires computer use and internet access. Some assignments will require you to access websites and view videos on-line. I will introduce you to several web resources that will useful in your teaching practice. I will post assignments, readings, web sites, grades, & other information for the class on CARMEN. If you have questions for me that may be of interest to your classmates, I encourage you to post them on the ‘Questions for Dr. Gort’ discussion forum on CARMEN. Assignments will be submitted via CARMEN Dropbox.
Reference List: Additional Required Readings (posted on CARMEN)