



**Professional Education Unit**  
**Department of Early Childhood, Elementary, and Special Education**  
**At-Risk Infants and Toddlers (hybrid)**  
**IECE 301-001**  
**Fall 2009**

**INSTRUCTOR**

Dr. Elizabeth McLaren

OFFICE: A301F Ginger Hall

PHONE: 606-783-2537

EMAIL: e.mclaren@moreheadstate.edu

OFFICE HOURS: Monday 1:00-4:00, Wednesday 1:00-4:00. Alternate office hours are available by appointment (please contact me in class, by phone, or email)

**Course Description:** (3-0-3); I. Development and causes of difficulties experienced by at-risk infants and toddlers, as well as early intervention approaches to be used with these children and their families.

**Required Field Experience Hours:** 15 (Level II)

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

- 1) Describe causes of delays and disorders experienced by at-risk infants and toddlers.
- 2) Assess child development using a criterion-referenced, curriculum-based assessment for infants/toddlers
- 3) Describe a variety of medical and educational interventions commonly used during the infant/toddler period.
- 4) Reflect on and plan for best-practice transdisciplinary intervention during the infant/toddler period using case studies and assessment data.
- 5) Observe and describe the pros and cons of various service delivery models for at-risk infants and toddlers.
- 6) Demonstrate understand the needs and role of families in early intervention and in the development of the child via mock intervention planning.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>Program:</b>		<b>Interdisciplinary Early Childhood Education</b>		<b>At-Risk Infants and Toddlers</b>	
<b>Aligned with</b> →					
<b>Assessment (point values)</b> ▼	<b>Kentucky IECE Teacher Standards (IECE)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>National Association for the Education of Young Children (NAEYC)</b> <a href="http://208.118.177.216/faculty/pdf/2001.pdf">http://208.118.177.216/faculty/pdf/2001.pdf</a>	NCATE
Attendance (150 points) CFO: 3 SLO:	Standard 5: Reflects/Evaluates Professional Practices	3. Self-sufficient individuals		Standard 5. Becoming a Professional	1g
Bb assignments (110 points) CFO: 1 SLO: 1,2, 3, 4, 5, 6	Standard 1: Designs/Plans Instruction Standard 4: Assesses & Communicates Learning Results Standard 8: Supports Families Standard 9: Technology	5. Think and problem solve 6. Connect and integrate experiences	1. Diversity, 2. Assessment, 4. Closing the achievement gap	Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families Standard 4. Teaching and Learning	1
Child assessment (130 points) CFO: 2 SLO: 2, 4	Standard 1: Designs/Plans Instruction Standard 4: Assesses & Communicates Learning Results	2. Apply core concepts 6. Connect and integrate experiences	2. Assessment, 4. Closing the achievement gap	Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families Sub-Standard 4b. Using developmentally effective approaches	1d
Interview (50 points) CFO: 4 SLO: 5	Standard 5: Reflects/Evaluates Professional Practices Standard 6: Collaborates with Colleagues/Families /Others	1. Communication and mathematics skills		Standard 2. Building Family and Community Relationships Standard 5. Becoming a Professional	1c, 1f
Disability	Standard 1:	2. Apply core	1. Diversity, 4.	Standard 1. Promoting Child	1a, 1b, 1e

notebook (210 points) CFO: 1 SLO: 1, 3	Designs/Plans Instruction Standard 9: Technology	concepts	Closing the achievement gap	Development and Learning Sub-Standard 4b. Using developmentally effective approaches	
Field experience reflections (90 points) CFO: 4,5 SLO: 4, 5	Standard 5: Reflects/Evaluates Professional Practices	5. Think and problem solve 6. Connect and integrate experiences		Sub-Standard 4b. Using developmentally effective approaches	1d, 1f
IFSP and matrix (70 points)  CFO: 1, 4 SLO: 3, 4, 6	Standard 1: Designs/Plans Instruction Standard 6: Collaborates with Colleagues/Families /Others Standard 8: Supports Families	2. Apply core concepts 6. Connect and integrate experiences	1. Diversity, 4. Closing the achievement gap	Standard 2. Building Family and Community Relationships Sub-Standard 4b. Using developmentally effective approaches	1a, 1b, 1c,
Field experience schedule (20 points)  CFO: 5 SLO: 5	Standard 5: Reflects/Evaluates Professional Practices	3. Self-sufficient individuals		Standard 5. Becoming a Professional	1d, 1g
Field experience log (20 points)  CFO: 5 SLO:5	Standard 5: Reflects/Evaluates Professional Practices	3. Self-sufficient individuals		Standard 5. Becoming a Professional	1d, 1g

**Assignment Descriptions:**

<b>Program: Interdisciplinary Early Childhood Education At-Risk Infants and Toddlers</b>	
<b>Assessment (point value)</b>	<b>Description</b>
Attendance (150 points)	Regular class attendance and participation is a graded component of the course. Points may be earned in class through participation during whole group discussions or small group activities. Because these are <u>participation points</u> and not attendance points, points can only be earned by attending and participating in class activities.
Bb assignments (110 points)	Weekly Bb assignments will be assigned - these must be completed and submitted on Bb. <u>These assignments must be completed and posted prior to the class session in order to receive credit.</u> All assignments designated as “Bb assignments” must be submitted electronically through Bb. Hardcopies and email attachments will not be accepted!
Child assessment (130 points)	Students will conduct a child assessment using the Hawaii Early Learning Profile (HELP). This assessment should be conducted on a child the student will observe frequently during field hours. The three required components for this assignment include: <ul style="list-style-type: none"> <li>• A completed HELP assessment protocol (will be provided by the instructor on Bb)</li> <li>• A selection of three handouts that would be appropriate to share with the child’s caregiver based on assessment results (HELP handout examples will be provided by the instructor)</li> <li>• Three student-designed activities to model with the caregiver during the home visit/center visit – activities should be based on assessment results. These activities should be designed using the IECE lesson plan format and should linked to KY Early Childhood Standards.</li> </ul>
Interview (50 points)	Each student should talk with the instructor to identify an individual who works with infants/toddlers and their families in early intervention (e.g., developmental interventionist, classroom teacher, service coordinator, evaluation specialist, therapist, etc.) This could be the early interventionist the student is working with for field experience, someone the student knows personally, or can be arranged through the instructor. The student should conduct an interview with the EI professional and write a 2-3 page summary of interview findings. I would suggest you use headers in your writing to ensure that you have addressed each topic required. Topics to be addressed include: <ol style="list-style-type: none"> <li>1. His/her role with children</li> <li>2. His/her role with families</li> <li>3. Challenges faced in this role</li> <li>4. What he/she enjoys about this role</li> <li>5. Collaboration with other team members and agencies</li> <li>6. Communication strategies with families and team members</li> <li>7. How he/she participates in the IFSP development and implementation</li> </ol>
Disability notebook (210 points)	categories. The notebook should include the following 7 categories that are organized into “chapters”:

	<ol style="list-style-type: none"> <li>1. Attachment/social-emotional concerns (ch. 8 of Raver textbook, ch. 5 Cook &amp; Sparks)</li> <li>2. Communication delays (ch. 5 of Raver textbook, ch. 5 Cook &amp; Sparks, pp 151-153 Cook &amp; Sparks)</li> <li>3. Motor/adaptive delays (ch. 7 of Raver textbook, pp. 141-151, 154-156 Cook &amp; Sparks)</li> <li>4. Learning/behavior problems (ch. 6 &amp; 9 of Raver textbook, pp. 157-165 Cook &amp; Sparks)</li> <li>5. Moderate/severe or multiple disabilities (ch. 10 of Raver textbook, pp.176-179 Cook &amp; Sparks)</li> <li>6. Hearing loss (ch. 11 of Raver textbook, pp. 186-188 Cook &amp; Sparks)</li> <li>7. Low vision/blindness (ch 12. of Raver textbook, pp. 179-186 Cook &amp; Sparks)</li> </ol> <p>Each disability category “chapter” should include the following. Please put information in the order specified below:</p> <ul style="list-style-type: none"> <li>• 1-2 page summary of characteristics common to children with the specified disability (remember to focus on infants/toddlers)</li> <li>• 1-2 page summary of intervention strategies early interventionists might use if working with a child with the specified disability (remember to focus on infants/toddlers). This can be a bulleted list but needs to include enough detail that the reader knows what you are suggesting for intervention.</li> <li>• 3 websites that have additional information about the specific disability and/or intervention strategies and/or supports for families (websites should be related to the specified disability and include information on infants/toddlers). Include web address and a paragraph describing the information that can be accessed from this website (i.e., how the website would be useful).</li> <li>• 2 assistive technology devices or adaptations that might be useful for a child with this disability. Include for each a picture (e.g., from website) and short description of how this device would assist a child (2-3 sentences).</li> <li>• Reference page including 3 references used for that specific chapter (<u>You must include both textbooks for each chapter.</u> You may select another reading or a high quality website for your third reference.)</li> </ul>
Field experience reflections (90 points)	<p>The Field Experience is one of the most important activities in this course. Students are required to complete <u>15 hours</u> of observation and interaction in early childhood/early intervention settings. The early intervention <u>program for field observation must be approved by the instructor.</u> Ten (10) of these hours will be shadowing an early interventionist (First Steps). Five (5) of these hours will be completed during a class field trip to two center-based programs in Lexington that serve infants/toddlers with disabilities. Students will use field experience observations to complete class assignments and for class discussions.</p>
IFSP and matrix (70 points)	<p><b>IFSP document:</b> Students will work together in groups to create an IFSP based on a case study. (Case studies will be posted on Bb.) Each group will submit one IFSP document. IFSP outcomes should reflect family priorities based on the information from the case study and be written in family-friendly language.</p> <p><b>Activity Matrix:</b> Each student will develop an activity matrix based on the IFSP outcomes. The matrix must include a minimum of four typical home routines and four child outcomes from the IFSP. Activities for embedded instruction must be feasible, family-friendly, and written in family-friendly language.</p> <p>*This assignment will be completed as a group project. If the student strongly disagrees with any of the work created with the group, the student may submit a</p>

	revised version of that portion of the assignment.
Field experience schedule (20 points)	
Field experience log (20 points)	The Field Experience is one of the most important activities in this course. Students are required to complete <u>15 hours</u> of observation and interaction in early childhood/early intervention settings. The early intervention <u>program for field observation must be approved by the instructor</u> . Ten (10) of these hours will be shadowing an early interventionist (First Steps). Five (5) of these hours will be completed during a class field trip to two center-based programs in Lexington that serve infants/toddlers with disabilities. <u>These hours must be completed to complete the IECE program.</u>

**Links to Websites for NCATE/ EPSB Alignment:**

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised IECE KYS.

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

<http://208.118.177.216/faculty/pdf/2001.pdf> This site describes the National Association for the Education of Young Children (NAEYC) standards for students seeking initial licensure in early childhood education

**Grading Scale:**

There will be no grading curve used. Grades will be calculated as follows:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- E = 59% and below

**Required Textbooks:**

**TEXTBOOKS**

- Course packet – can be obtained from the MSU bookstore
- Cook, R. E., & Sparks, S. N. (2008). *The art and practice of home visiting: Early intervention for children with special needs and their families*. Baltimore, MD: Brookes.
- Raver, S. A. (2009). *Early childhood special education 0-8 years: Strategies for positive outcomes*. Columbus, OH: Pearson.
- Additional readings may be posted for students on Bb and/or distributed in class.

**Course Evaluation:**

**Readings**

All reading assignments should be completed prior to class and everyone will be expected to participate in class discussion.

## **Assignment Due Dates**

All assignments must be submitted during or before class on the date specified in the course syllabus in paper format. 5% will be deducted from the assignment grade for each day an assignment is late. All assignments must be typed and double spaced unless otherwise noted by the instructor. Handwritten assignments will not be accepted.

## **Classroom Behavior**

Class discussion and peer collaboration will play a vital role in this course. While it is your right to disagree from time-to-time, remember to treat others with respect at all times. Also, students should use person-first language (i.e. “a child with Down syndrome” as opposed to “the Down’s child”) during class discussion and for all written assignments.

## **Course Format**

This course will primarily use a lecture/discussion format to present material in class and Blackboard (Bb) to encourage analysis of readings. A variety of additional teaching strategies will be utilized and to allow students opportunities to work cooperatively and practice new skills. The strategies will include small group activities, large group discussion, posting written reflections and questions on Blackboard, interacting with guest speakers, watching and reflecting on video clips, and observing in early intervention settings in the community.

## **Attendance Policy:**

Attendance and participation is expected and required for all class sessions. You are responsible for all material covered during absences. Attendance points will contribute to overall grades and will be deducted for absences or excessive tardiness. If you are more than 15 minutes late or leave early, attendance points for that class session may be reduced.

## **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

## **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

## **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

## **Course Calendar:**

**Students should read the chapters/articles listed under “Reading” before class  
Schedule is subject to change.  
CP = course packet**

Date/Topic	Readings for 2009	Assignment Due
Aug 17  <i>Introduction to class</i>	None	
Aug 24  <i>Law, objectives of early intervention, family-centered practice</i>  Class will meet 4:00-5:30	Raver (ch. 1)  Cook & Sparks (ch 1)  Raver (pp. 29-33, 263-266)  CP – “Checking Out Family-Centered Helpgiving practices” Wilson & Dunst	<b><i>Bb assignment due prior to class</i></b>
Aug 31  <i>Role of the home visitor, consultative model, natural environment</i>  Class will meet 4:00-5:30	Cook & Sparks (ch. 1, ch. 9, pp. 69-76)  CP – “It’s Only Natural to Have Early Intervention in the Environments Where It’s Needed” (McWilliam, 2000)  CP – “Integrating Therapy into the Classroom” (McWilliam and Scott, 2003)  CP – “Problems with the Toy Bag” McWilliam, 2007	<b><i>Bb assignment due prior to class</i></b>  <i>You will be assigned a DI by this date. Contact your First Steps interventionist and set your schedule for all observations</i>
Sep 7  Labor Day – NO CLASS		
Sep 14  <i>Service delivery models and building rapport with families</i>  Class will meet 4:00-5:30	Cook & Sparks (pp. 55-69, 76-79, 81-96)  Raver (pp. 33-37, 41-45)  CP - Partnerships with Family Members: What about Fathers? (Flynn-Wilson & Wilson)	<b><i>Bb assignment due prior to class</i></b>  <i>Field experience schedules due (hardcopy in class)</i>  <b><i>Field experience reflection #1 due (shadow your DI for at least one hour to complete this assignment)</i></b>
Sep 21	Cook & Sparks (ch 2 & 7)	<b><i>Bb assignment due prior to class</i></b>

<p><i>Working with families, Family-systems theory</i></p> <p><b>Guest speaker – Pam Maddox</b></p> <p>Class will meet 4:00-5:30</p>	<p>Raver (pp. 37-41)</p>	
<p>Sept 28</p> <p><i>Assessment overview and Routines Based Interview</i></p> <p>Class will meet 4:00-5:30</p>	<p>Raver (pp. 53-58)</p> <p>Cook &amp; Sparks (pp. 56-59)</p> <p>CP – Functional Intervention Planning (McWilliam)</p> <p>CP - Bring one copy of the RBI protocol (you can print off additional copies from Bb)</p> <p>CP – You will need to read the “mother” and “father” perspectives from the case study about Billy prior to class.</p>	<p><b><i>Bb assignment due prior to class</i></b></p> <p><b><i>Interview with DI due</i></b></p>
<p>Oct 5</p> <p><i>Assessment – Hawaii Early Learning Profile (HELP)</i></p> <p><b><u>Class will meet 4:00-6:30</u></b></p>	<p>Review Infant/Toddler Early Childhood standards online – link on Bb</p> <p>Bring copy of IECE lesson plan to class</p> <p>CP – Bring one copy of the HELP protocol (you can print off additional copies from Bb)</p>	<p><b><i>Bb assignment due prior to class</i></b></p> <p><b><i>First “chapter” of summary notebook due</i></b> (Attachment/social-emotional)</p> <p>Readings to assist with this assignment: Attachment/social-emotional concerns (ch. 8 of Raver textbook, ch. 5 Cook &amp; Sparks)</p>
<p><b>Oct 2 (Friday)</b></p> <p><b>Field trip for 5 hours of field experience</b></p>	<p><b><i>Field trip to Lexington to complete 5 hours of field experience</i></b></p> <p><b><i>10:00-12:00 (Child Development Center of the Bluegrass)</i></b></p> <p><b><i>1:00-3:00 (Family Care Center)</i></b></p> <p><b><i>Details TBA</i></b></p>	
<p>Oct 12</p> <p><i>Instructional Strategies</i></p>	<p>Cook &amp; Sparks (pp. 96-110)</p>	<p><b><i>Bb assignment due prior to class</i></b></p> <p><b><i>Field experience reflection #2 due (dilemma)</i></b></p>

<p>Class will meet 4:00-5:30</p>	<p>Raver (pp. 86-96)</p>	<p><b><u>(you should have completed 5 hours of your shadowing to complete to complete this assignment)</u></b></p>
<p>Oct 19</p> <p><i>Autism &amp; Fetal Alcohol Spectrum Disorders</i></p> <p>Class will meet 4:00-5:30</p>	<p>Pg. 165-176 Cook &amp; Sparks (ASD &amp; FASD)</p> <p>Review Cook &amp; Sparks (ch 6)</p> <p>Raver (pp.114-130, 141-143) (communication)</p> <p>150-166 (cognition and literacy)</p>	<p><b><i>Bb assignment due prior to class</i></b></p> <p><b><i>HELP assessment and activities due (you will need to observe one child a minimum of one time between Oct 5 and this due date to complete this assignment)</i></b></p>
<p>Oct 26</p> <p><i>Sensory Integration and Assistive Technology</i></p>	<p>CP – Let’s Play! Toys and Technology for All Children (Magliocoo &amp; Pappanikou)</p> <p>CP – “Let’s Play!” “Lane &amp; Mistrett, 2002)</p>	<p><b><i>Bb assignment due prior to class</i></b></p> <p><b><i>Field experience reflection #3 due (center-based vs. home-based)</i></b></p> <p><b><i>(you will need to attend the field trip and shadow your DI in a minimum of two home settings to complete this assignment)</i></b></p>
<p>Nov 2</p> <p>IFSP – Guest speaker from First Steps – Annette Lane-Bartley</p> <p><b><u>Class will meet 4:00-6:30</u></b></p>	<p>Raver (pp.58-64, 70-74)</p> <p>CP – “Writing Outcomes that Make a Difference” (Rosenkoetter &amp; Squires, 2004)</p> <p>CP – “Family-Centered Interventions: Bridging the Gap Between IFSPs and Implementation” (Jung et al., 2004)</p> <p>CP – We will use the case study “First Knowledge” about Billy to write an IFSP as a group project. <b><u>Read the entire case study prior to this class session.</u></b> You will be assigned a role in class, but be prepared for all roles. <b><u>If you do not understand medical terminology, it is your responsibility to find the definition before class.</u></b></p> <p>CP – Bring copy of KY IFSP to class</p>	<p><b><i>No Bb because we will meet the entire class session this week!</i></b></p> <p><i>Print out the KY IFSP template posted on Bb and bring to class. You will work in teams to complete sections A-G today.</i></p> <p><b><i>2-4 “chapters” of summary notebook due</i></b> (Communication, Motor/adaptive, Learning/behavior)</p> <p>Readings to assist with this assignment:</p> <p>Communication delays (ch. 5 of Raver textbook, ch. 5 Cook &amp; Sparks, pp 151-153 Cook &amp; Sparks)</p> <p>Motor/adaptive delays (ch. 7 of Raver textbook, pp. 141-151, 154-156 Cook &amp; Sparks)</p> <p>Learning/behavior problems (ch. 6 &amp; 9)</p>

		<p>of Raver textbook, pp. 157-165 Cook &amp; Sparks)</p> <p><b><i>Field experience logs due</i></b></p>
<p>Nov9</p> <p><i>Transition, Activity matrix</i></p> <p><i>Class will meet 4:00-5:30</i></p>	<p>CP – Transition excerpt from textbook (Gargiulo &amp; Kilgo)</p> <p>CP – Transition tips for families (Maddox)</p> <p>CP – Getting to the Heart of Transitions (Nowak)</p> <p>CP - Community Pathways: Hospital-Based Service (Boone)</p>	<p><b><i>No Bb because we will meet the entire class session this week!</i></b></p>
<p>Nov 23</p> <p><i>IFSP group work cont.</i></p> <p><i>Class will meet 4:00-5:30</i></p>	<p>Bring all readings and notes related to IFSP for group work – you will complete the IFSP and activity matrix in this class session</p>	<p><b><i>Bb assignment due prior to class</i></b></p> <p><b><i>5-7 “chapters” of summary notebook due</i></b></p> <p>Moderate/severe or multiple disabilities, Hearing loss, Low vision/blindness</p> <p>Readings to assist with this assignment:</p> <p>Moderate/severe or multiple disabilities (ch. 10 of Raver textbook, pp.176-179 Cook &amp; Sparks)</p> <p>Hearing loss (ch. 11 of Raver textbook, pp. 186-188 Cook &amp; Sparks)</p> <p>Low vision/blindness (ch 12. of Raver textbook, pp. 179-186 Cook &amp; Sparks)</p>
<p>Nov 30</p> <p><i>Working with Culturally Diverse Families</i></p>	<p>CP – Fadiman (ch 5&amp;9)</p> <p>CP – “Multicultural Views of Disability” (Bennett, Zhang, &amp; Tarnow, 2001)</p>	<p><b><i>Bb assignment due prior to class</i></b></p> <p><b><i>IFSP, activity matrix due (one copy per team, include all team member names on copy)</i></b></p>

Class will meet 4:00-5:30		
Dec 7 (finals week) <b>Class will meet 4:00-5:30</b>	Discussion about field experience with focus on your “dilemma” writing	<i>No Bb task this week</i>

*Schedule subject to change at instructor's discretion.*