

**Rhode Island College
Feinstein School of Education and Human Development
Department of Elementary Education**

“A knowledge of photography is just as important as that of the alphabet. The illiterate of the future will be ignorant of the use of camera and pen alike.” Laszolo Moholy-Nagy, 1923

1. Course Number: FYS 100-15 Spring 2014

2. Course Title: Snapshots!

course information: **Tuesdays and Fridays 12-1:50 HM 191**

3. Instructor : Dr. Corinne McKamey
Rhode Island College
65 Horace Mann Hall
email: cmckamey@ric.edu
Office hours: Tuesday and by appt.

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(tuesday 10-11 -- check in)

4. Course Description:

Catalog: Some say “a picture is worth a thousand words.” In this digital age where images flood our facebook accounts, email accounts and web pages, are visual images worth less or perhaps more? In this course, we will explore the use and meanings of

visual images in a variety of contexts including popular culture mediums like facebook and instagram, in qualitative academic research projects, and in transformative community-based photography projects like Photovoice. This course will culminate in student-created photography-based projects. Access to a digital camera or smartphone required.

5. Course Information

Prerequisites: Freshman status

Texts:

Ewald, W., Lightfoot, A. (2001). *I wanna take me a picture: Teaching photography and writing to children*. Boston, MA: Beacon Press.

Note: we will be using this text as a case study to inform our own undergraduate work with photos and writing.

[TEDX](#)

[Beschedel test](#)

man box - porter

[Tough guise](#)

RIC FSEHD Social Media Policy: [FSEHD Media Policy](#) (scroll halfway down the page)

1. Critical and Creative Thinking

- a. **Acquire visual literacy.** *Through an examination of photographs and other visual art forms, students will learn to interpret how ideas are communicated through this visual language.*
- b. **Acquire the critical and technical vocabulary to describe, analyze, and formulate arguments about visual productions.** *Through the study and production of photos and other visual art forms, students will acquire terminology to describe, analyze, and formulate interpretations about visual productions.*
- c. **Assess how the production and interpretation of photographs and other visual art forms are intrinsically tied to an audience and context.** *Specific attention is paid to particular times, cultures, and functions.*
- d. **Understand how biases, including their own, influence visual and written communication.**
- e. **Understand the nature, scope, and power of communication processes and the ways in which they create, perpetuate, and/or challenge social relationships, practices, institutions, and organizations.** *We will examine how photographs and visual images communicate social and cultural messages and how visual communication has been used in various eras to articulate beliefs and support institutions.*

2. Written Communication:

a. Multiple genres *Students will write in multiple forms (in-class writing reflections, captioning photos, paragraphs with an argument and evidence, a digital story) students will develop their ability to present observations, interpretations, and conclusions based on evidence in clear, effective, written form. Written texts may involve analyzing and interpreting photos, visual art, and written texts.*

b. Effectively articulate, organize, and support positions extemporaneously. *Through class discussions of photos, visual art, and texts, students will learn to articulate, organize and support their positions extemporaneously.*

c. Construct and adapt messages appropriately for a particular audience, context, and purpose.

3. Research Fluency:

- a. Research process: *Developing an argument, providing evidence to support or qualify claims, and practicing appropriate documentation*
- b. Research tools: Recognizing available tools on the web and in Adams library to conduct research.
- c. Citing sources using APA format

4. Oral communication:

a. Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience.

5. Collaborative Work:: Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process.

7. References:

Chamaraman & McKamey (2011). Urban early adolescent narratives on sexuality: Accidental and intentional influences of family, peers, and the media. *Sexuality Research and Social Policy* (8), 253-266.

Luttrell, W. (2010). "A camera is a big responsibility": a lens for analyzing children's visual voices. *Visual Studies*, 25(3), 224-237.

Wang, C. (2006). Youth Participation in Photovoice as a Strategy for Community Change. *Journal of Community Practice* 14(1/2), 141-161.

8. Course Requirements:

Expectations:

Please check your RIC email at least twice a week.

Special Considerations: If you have a documented handicap, please notify me, **in writing**, during the first week of class. Special provisions as appropriate will be made to accommodate learning and/or physical disabilities that are documented.

Preparation of assignments: All written assignments are to be word processed and uploaded to blackboard. Papers should be double spaced with 1" margins, 12-point, Times New Roman font. Please save your documents as .doc or .docx files with your last name and title of assignment "lastnameassignment." For example, an autobiography assignment that I would turn in would be named "McKameyautobiography"

BLOGS: Students will also use blogs in this class.

9. Student Responsibilities: You are expected to attend all class sessions and be on time. If you are unable to attend campus class for a legitimate reason, let me know in advance; email me, leave a message.

****More than two unexcused absences could result in a reduced grade and/or reduced recommendation. Be punctual. punctuality and attendance are part of college behaviors. Chronic lateness may be cause for a reduced grade and/or reduced recommendation.**

All photos posted to your blog must have written permission from the subjects or must be taken in such a way that the subjects' identities are obscured.

10. Evaluation and Grades:

Grading: A-F, I, including the following:

Class participation, blogs	20%
Captioned photos	20%

Writing projects	25%
Final project	25% (required to pass the course)
Photo and caption of three events	10% (pass/fail)

Unapproved late assignments will lose one letter grade for each class meeting after the due date.

Course Schedule, Topics, and Reading Assignments:

Note: This course will generally have two formats per week. On Tuesdays, the class will meet in a seminar where content topics, e.g. academic readings, assignments, and topics of study, will be discussed. On Fridays, the class will meet in a workshop format. Workshops will focus on process topics, e.g. logistics of taking photos, presenting and captioning photos, peer review of writing, etc.

Writing assignment projects will include:

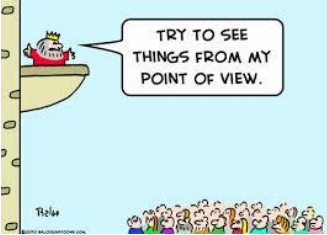
- 1) Autobiographical project
- 2) Analytical/Visual Analysis
- 3) Visual Research Project
- 4) Digital Storyboard and narrative
- 5) Photo and caption of three events that you attend on campus

Section 1: Ways of seeing texts

Dates	Topics	Assignments Due	Readings for Today	Teaching Notes
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<p>Week 1 T 1.21</p>	<p>Course introduction Seminar:</p> <p>What is a visual literacy?</p> <p>Understanding meanings: looking at and analyzing visual and written texts.</p> <p>Do pictures “speak for themselves?” Why or why not?</p>		<p>Course syllabus</p> <p>Mashable: About photoblogs</p> <p>photoblog sample 1</p>	<p>Intro activity: Memory snapshot</p> <p>Intro to course -- prints of photos</p> <p>2. Your three brain networks (short activity)</p> <p>Photo protocol (description): What do you see in this picture? Can you describe it more? What else do you see? What is going on in this picture? What information in the picture makes you say that?</p> <p>some photo resources: She who tells a story (MFA) Blurred lines photo 1; photo 2:</p> <p>Practicing looking and talking about images (from Becker) Take a genuinely good picture. Using a watch with a second hand, look at the photograph intently for two minutes. Don’t stare and thus stop looking; look actively. It will be hard to do, and you’ll find it useful to take up the time by naming everything in the picture yourself...Once you have done this for two minutes, build it up to five, following the naming of things with a period of fantasy, telling yourself a story about the people and things in the picture. The story needn’t be true; it’s just a device for externalizing and making clear to yourself the emotion and mood the picture has evoked. (Becker 1974: 7)</p>
<p>Week 1 F 1.24</p>	<p>Seminar: Ethics and Digital Privacy</p>	<p>1. Read and respond (one page) to 2 articles (#3 and #4 in readings for today). Bring your responses to class.</p>	<p>1. Read page one of class blog.</p> <p>2. Set up a google account if you do not already have one.</p>	<p>Ethics powerpoint discussion</p> <p>Blog discussion</p> <p>In class Blog post: 1. Answer questions: In what ways do you participate in online photography? What are the benefits of online photography? What are the downfalls? What questions do you have?</p>

		<p>2. In class, we will set up your blogs. Please have your google account set up and be ready to set up your blog.</p>	<p>3. Read: Photovoice Ethics</p> <p>4. Choose one:</p> <p>a. Rolling Stone Sexting, Shame and Suicide http://www.rollingstone.com/culture/news/sexting-shame-and-suicide-20130917</p> <p>b. We post nothing about our daughter online</p> <p>c. What happens when you post a photo online</p>	<p>2. Provide at least ONE hyperlink.</p> <p>3. Include at least ONE photo.</p> <p>Reading academic texts: Wang</p>
<p>Week 2 T 1.28</p>	<p>Seminar: analog and digital dossier</p>		<p>1. Locate and bring 8 photos of yourself (hard copies).</p> <p>2. View: digital dossier</p> <p>3. Purchase Textbook</p> <p>4. Locate camera</p>	<p>Visual Analysis</p> <p>digital dossier</p> <p>Fired over facebook</p>

<p>Week 2 F 1.31</p> <p>In gaige 165</p>	<p>Workshop: Introduction to photovoice methods</p> <p><i>Prompt: Point of view biography photos</i></p>	<p>Bring your camera today.</p> <p>We will meet in the media lab.</p> 	<p>For Friday, please write a short analytical piece about one or both of the paintings we talked about in class today.</p> <p>Clear instructions and the paintings are on the class blog: http://ricsnapshots.blogspot.com/</p> <p>Completely optional: you can read a bit more about these two paintings in the "secondary/tertiary" sources links.</p> <p>Bring your camera today.</p> <p>Locate a local and convenient venue where you can make prints (e.g. walgreens, cvs, BJ's).</p>	<p><u>Photo protocol (point of view)</u></p> <ol style="list-style-type: none"> 1) Guess where the photographer was standing when he or she took the picture (above? Looking down?) This is point of view 2) What is included in the picture frame? What is not included? This is called framing. 3) Describe the composition. What shapes do you see? What other patterns do you notice? <p>In class: <u>Rule of thirds</u></p> <p>working in pairs, each student will take 5 portraits of the other person from different points of view:</p> <ol style="list-style-type: none"> 1. Bird's eye view 2. Worm's eye view 3. Mystery view (pretend you are a different animal and take a picture from that point of view) 4. Your eye view 5. Surprise me <p><i>In class blogging assignment: writing about one photo</i></p> <p>Resources: in class Photovoice intro: <u>http://www.emich.edu/wellnesscenter/PVToolkit.pdf</u></p> <p>Point of view biography photos: <u>http://www.icp.org/sites/default/files/exhibition_pdfs/icp_curriculum_guide_part4.pdf</u></p> <p><u>Peter Elbow's reading and responding.</u></p>
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Week 3 T 2.4	<p>Ways of reading</p> <p>How do you approach reading a textbook? A visual?</p> <p>Using reading strategies and summarizing an image and text/ Captioning photos</p> <p>Writing reflection: still life of yourself</p>	<p>Bring your textbook today.</p> <p>Bring your camera to class</p> <p>Do the reading and be prepared to talk and blog about the reading in class!</p> <p>Make sure that you have uploaded your Venus/Olympia blog by Tuesday.</p> <p>In class brainstorm:</p> <p>Still life photograph (p.41)</p>	<p>1. Ewald Chapter 1 (pp. 17-27)*</p> <p>*pay close attention to Kelly's still life with a picture of me, p. 23-24.</p> <p>2. Ewald p. 41 (top two paragraphs "still life photos that reveal something about themselves").</p> <p>3. What is visual literacy? color and line (minutes 5-8)</p> <p>4. optional: does taking photos impact memory?</p>	<p>Visual Analysis (Leslie)</p> <p>Snapshots! Blog responses/respond to comment.</p> <p>2 models -- tell me more and photographic risk (also use of forced focal point) and here</p> <p>What is visual literacy? (5-8) line, color</p> <p>Return to blog in comments: open a new comment</p> <ol style="list-style-type: none"> 1. Read/respond to comment 2. Revise blog: --based on comments --add details --cut/paste into word and spell check <p>Textbook discussion: What did you do when you got your textbook? Observations of the textbook. Textbook discussion</p> <p>Ways of reading your textbook: --stickinotes --questions in the side of the margins --reading the headings and first lines of each section first. --Using anticipation guides</p> <p>Shadow photographs</p>
F 2.7	Autobiographical	Bring your camera to class.	Ewald p. 41 (1 st two	Writing poetry from a picture

	<p>still lifes.</p>	<p>Take 15 “autobiographical still life” photos. Include shadow photos in this collection.</p> <p>Upload 1 still life and 1 shadow photo to your blog.</p>	<p>paragraphs).</p> <p>Ewald p. 23-24 Kelly’s “still life with a picture of me.”</p>	<p>In class: We will work on a poem based on one of your two autobiographical still life photos.</p> <p>Discussion: compare and contrast your writing process for your “still life” description and your poem. In what ways did recognition, analytical, and affective strategies inform your work?</p>
<p>T 2.11</p>	<p>Framing</p> <p>Framing a scene.</p>	<p>Bring a hard or digital copy of 3 photos of your family.</p> <p>The photos should be shot in a context (e.g. a room, a backyard, a beach, etc. and not a studio).</p>	<p>Ewald p. 31-41</p> <p>Begin revising/adding to one of your blogs about yourself. You will turn in a revised blog for the final biography assignment.</p> <p>Anticipation guide question:</p> <p>T/F</p> <p>1. When taking a photo, try to put as much information in “the frame” as possible.</p>	<p>Reading texts</p> <p>Framing</p> <p>This is a Photograph of Me (Margaret Atwood)</p> <p>How is this poem surprising?</p> <p>Would this poem be different if it were created by someone else? In what ways?</p> <p>Introduce the concept of framing</p> <p>Students build framing devices (small rectangles) see p. 35. Write about the scene as if you were a camera: What are on the edges of the frame? what is in the frame? What is outside of the frame?</p> <p>Photo -- write about what is at the edge/out of the frame.</p>

F 2.14 Gaige compute r lab	Framing: Self portraits	<p>1. Bring a hard copy of your self-portrait (the one you want to use for your final project) to class.</p> <p>2. Upload your family photo and (what is in/out of frame) discussion by today.</p> <p><i>Homework: Upload the photo to your blog. Include a piece of writing (e.g. poem, description, story) that 1) attends to the concept of framing (e.g. what's inside/outside the picture or focusing attention on different parts of the picture) and 2) Details!</i></p>	Ewald p. 31-46	<p><u>Framing continued</u></p> <p><u>Model paper and organizer</u></p> <p>Photographic protocol</p> <ol style="list-style-type: none"> 1. Subject (who/what is in the picture?) 2. Setting (where taken?) 3. Background (what is behind the subject?) 4. Foreground (what is in front of the subject?) 5. Focus (is any part of the picture clear/blurry?) 6. Point of view (where was the photographer when they took the picture? Above? Below? Close? Far away?) 7. Composition (Describe the lines, shapes, patterns and colors in the image). 8. Lighting (soft and diffused or hard and contrast? Where is the light coming from?) 9. Mood (how does this picture make you feel?) 10. Meaning (what does this picture say to you?) <p>In class: <u>self-portrait</u> writing</p>
T 2.18	Photovoice	Bring a HARD COPY of a rough draft of your self portrait analysis project to class.	<p><u>Model paper and organizer</u></p> <p><u>Self-Portrait</u> assignment and rubric</p>	<p>In class we will be</p> <ol style="list-style-type: none"> 1. Discussing Wang's article on photovoice (see handouts below). 2. Reading/responding to rough drafts of self portrait analysis project (due on Friday). <p>In class:</p>

				<p>IN CLASS: Wang -- Youth Photovoice Wang analysis</p> <p>How do we approach reading a research-based article?</p> <p>What is photovoice?</p> <p>How does photovoice relate to what we have been doing in class?</p> <p>This discussion will inform multiple projects in this class, including the library research project.</p> <p>Peer editing workshop</p>
F 2.21	Photovoice Applied	Self-Portrait (with one photo) due to blackboard.	<p>Model paper and organizer</p> <p>Self-Portrait assignment and rubric</p>	<p>Photovoice powerpoint</p> <p>1. Reading texts about photovoice <i>Focus question: What is photovoice and how do I think about the documents I access to figure this out?</i></p> <p><i>--web texts (see class blog)</i> <i>--academic texts</i></p> <p>2. Speed Dating: Project ideas</p> <p>Write about RIC as if describing it to someone living on the other side of the world.</p> <p>Elements of RIC (group lists)</p>

				Likes/dislikes (individual lists)

Section 2: Ways of seeing and analyzing community

Dates	Topics	Assignments Due	Readings for Today	Teaching Notes
Week 6 T 2.24	<p>Symbols: RIC (or some other topic that students identify)</p> <p>Group brainstorm about RIC and symbols that would represent RIC.</p> <p>(What symbols are collective? Individual?)</p>	<p>Read Ewald and be prepared to do a similar project in class.</p> <p>Project topics from class discussion:</p> <ol style="list-style-type: none"> 1. Food (Donovan) 2. Parking/Potholes 3. Bus transportation 4. LGBTQ rights 5. Drugs/drinking/drunk driving 6. Violence/guns on campus 7. Lack of communication about RIC events and information 8. Heating in Dorms and Classrooms 	<p>Ewald p. 47-57</p> <p><i>Think about symbols that would be relevant to your project topic.</i></p> <p><i>For your chosen topic, think about how to examine the topic from many different perspectives (positives and negatives, diverse perspectives, etc.)</i></p>	<p>Meet in class</p> <p>Planning for Scavenger Hunt 1</p> <p>Pizza at debrief</p>
Week 6 F 2.28	Analyzing photos		Captions: Go through the Ewald text and	Finish Pitches Pitch:

			examine photos/read captions for at least 8 images.	1. Introduce your topic 2. Background 3. Strengths 4. Problem 5. What you are going to do about it. Scavenger hunt
Week 7 T 3.4	Symbols: RIC	Raising questions Post 3 captioned photos from the scavenger hunt to your blog. (identities of subjects who are not in this class must be obscured). Subject line: your name Body of email: caption See right hand column for emails. Bring cameras to class.	Ewald p. 47-57	Scavenger hunt debrief In class: Class debrief Asking questions activity Email 3 photos to your group blog: Subject line: your name Body of email: caption Article on writing captions <ul style="list-style-type: none"> • Transportation http://rictransportation.blogspot.com/ • email: corinne.mckamey.ricbus@blogger.com

				<ul style="list-style-type: none"> ● Food http://ricfood.blogspot.com/ ● email: corinne.mckamey.donovan@blogger.com ● LGBTQ http://lgbtqatric.blogspot.com/ ● email: corinne.mckamey.rights@blogger.com ● Parking and Potholes http://parkingpotholes.blogspot.com/ ● email: corinne.mckamey.parking@blogger.com ● Drug Use http://ricdruguse.blogspot.com/ ● email: corinne.mckamey.drug@blogger.com
Week 7 F 3.7	Research			<ol style="list-style-type: none"> 1. <u>Researching questions</u> 2. <u>Creating group slideshow for self portraits.</u> <u>link to projects</u>
Week 8				

Section 3: Media and storytelling

Dates	Topics	Assignments Due	Readings for Today	Teaching Notes
Spring Break				
Week 8 T 3.18	Photography based methods		Think about a topic for your final paper.	<p>Visual and Textual Analysis Assignment Due</p> <p>Brainstorm topics for research that utilizes visual methods in Adams library.</p> <p>Each student or group of students will identify a research question to guide their library research. This question topic should be related to your final digital story project.</p> <p>Model/practice using son of citation machine and summarize article.</p> <p>Example to use in class as a “non-example” Chamarmarman & McKamey</p>
Week 8 F 3.21	<p>Adams Library fieldtrip</p> <p>In this class, we will be going to Adams library. As a class, we will be looking for research articles that utilize photovoice or media</p>	<p>Entry ticket to library:</p> <p>Use son of citation machine to make a citation for your</p> <ol style="list-style-type: none"> 1) Textbook 2) Course reading 3) Your favorite novel. 	<p>Citing sources.</p> <p>Explore the son of citation machine website: http://citationmachine.net/index2.php</p>	<p>In Class Assignment: and scaffold</p> <p>Find two research articles that utilize photovoice methods or analyze/discuss media images. The articles must answer the research question you identified in the previous class.</p> <p>Provide citations of 2 recent (2008-2013) articles using son of citation machine APA format.</p> <p>Summarize each article in 6-10 sentences.</p>

	<p>images.</p> <p>We will also talk about how to cite sources.</p>			<p>Include 1) topic of study, 2) use or connection to visual media, 3) conclusions 4) connection to your research question</p> <p>Please use attached word document for assignment.</p>
Week 9 T 3.25	Analyzing sources: What is out there?	<p>Work on your slideshow (slides 3-9)</p> <p>Bring hard copies of slides 3-9 to class.</p>	<p>Read and apply information you found in the library to your slide show (use the In Class Assignment: and scaffold as a guide)</p>	<p>We will talk about how to cite sources in a text. See OWL website for details.</p> <p>We will be writing text for your slideshow.</p>
Week 9 F 3.28	Revising Self Portraits Gaige computer lab	Key assignment: Revising Self Portraits	Revising self portraits (computer lab).	We will be working on the final drafts of your self portraits in the computer lab using Microsoft Word Track Changes .
Week 10 T4.1	<p>Transforming a slideshow into an essay.</p> <p>Moving to later in course: Case study: Born into Brothels</p>	<p>Final draft of your autobiography due.</p> <p>Moving to later in course:</p> <p>How does who you are impact what you hear/see?</p>	<p>Work on transforming slideshow project into essay</p>	<p>Moving to later in course:</p> <p>How does who you are impact what you hear/see?</p> <p>Resource: Luttrell Visual Voices</p>

		<p>What ethical responsibilities do you have as a photographer and storyteller?</p> <p>(take 10 exploratory photos)</p>		
		<p>In April, we will be working on your essays that build an argument from your slideshows.</p> <p>We are going off syllabus. Please check email for assignments due.</p>	<p>See final project assignment and rubric here</p>	
<p>Week 10 F 4.4</p>			<p>Ewald p. 58-65</p> <p>7 things you should know about Digital Storytelling</p> <p>Digital storytelling tips</p>	<p>Age poems and debrief: what are elements of a story? In what ways does a story engage recognition, analytical, affect?</p> <p>Digital storytelling assignment and rubric</p>
<p>Week 11</p>		<p>Bring: Notebook with all of your freewrites/in class</p>	<p>Ewald p. 58-65</p>	<p>digital story powerpoint and examples:</p>

T 4.8		writing. What will be the subject of your digital story?	Re-read your writing from this class. Is there a topic or theme that engages you and that might serve as a springboard for your final project?	Brainstorming techniques “A single photograph, by itself, can have many different meanings. When another photo is put alongside, the meaning of the first one is channeled and constrained. The more photos, the greater the constraint in the interpretations to be made of any one in the set.” Howard Becker.
Week 11 F 4.11	Student Conference Final Project: Telling a digital story: In the next few classes, you will be working on the final project (digital story) that you would like to tell.	Blog: what is your story idea? Make a pitch on your blog. Bring your idea for a digital story to class.		Freezing at the blank page: tips and strategies for writing.
Week 12 T 4.15	Images and Symbols/meanings of Gender in media and movies	https://www.dropbox.com/s/q2oly14q0kdsfqr/Tough%20Guise%202a.docx		
Week 12 F 4.18	Online class C McKamey will email comments in track changes on your project drafts.	Work on revisions to your project draft (need a computer with online access and microsoft word). Bring a hard copy of your revision to class on Tuesday.		

Week 13 4.22		Peer review of drafts Outlining		
Week 13 F 4.25		Final paper due		
Week 14 T 4.29		Individual Conferences		
Week 15 F 5.9		Individual Conferences		
Week	Final Class: What's my frame?			

[Diving into the wreck](#)

parking lot:

Identify ing your own digital story	Final project brainstorm/blog: What digital story do you want to tell? How might you tell it?	Samples of photovoice projects Samples of media Webquest One visual media project: Perspectives on underage	Bill T Jones Winter Memory Class and individual brainstorm
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	(10 exploratory photos)	<p>drinking http://spiffycoalition.org/youth/potovoice-gallery</p> <p>What kids can Do website projects</p>	<p>digital storytelling overview</p> <p>Examples of digital stories: Jim Winship -- Race Memory Cancer in the hills Photovoice (not cast in a story)</p> <p>Although many samples are video format, for this class, you only need to have a storyboard with visuals and/or powerpoint with still images.</p>
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Case study: Born into Brothels	<p>How does who you are impact what you hear/see?</p> <p>What ethical responsibilities do you have as a photographer and storyteller?</p> <p>(take 10 exploratory photos)</p>	<p>Look for one example of a digital story and one example of a photovoice project. Compare and contrast these projects.</p>	<p>How does who you are impact what you hear/see?</p> <p>Resource: Luttrell Visual Voices</p>
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INFORMATION SHEET

FYS 100-33

Fall 2013

NAME _____ STUDENT ID# _____

PHONE # evenings _____ cell _____

RIC EMAIL _____

HOME EMAIL _____

YOUR COLLEGE GOALS:

[Writing Rubrics](#)

YOUR CAREER GOALS: