**PUBLIC RELATIONS WRITING (COM 268) Fall 2019**

*“The history of PR is… a history of a battle for what is reality and how people will see and understand reality.”*

*– Stuart Ewen*

**Course Specifics**

**Instructor:** Sarah Hall **Email:**  sghall1@ilstu.edu

**Office:**  Fell Hall 411 **Classroom:** Fell 108

**Office Phone:** (309) 438-3671 **Section:** 001, 002

**Office Hours:** MW 2:30-4 p.m. **Meeting time:** TR 2-3:15 p.m

TR 1-2 p.m. or by appt. 3:35-4:50 p.m.

**Welcome to Public Relations Writing and Production!**

**Let this syllabus be your reference and guide for our course this semester. You can most likely find answers to your questions in this document.**

**What is public relations?**

According to the [Public Relations Society of America](http://www.prsa.org/all-about-pr/), “Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics.”

“At its core, public relations is about influencing, engaging and building a relationship with key stakeholders across a myriad of platforms in order to shape and frame the public perception of an organization.”

**What will you learn in this course?**

**Course description**: Learn and apply basic public relations writing and production skills to current and future communication situations. These skills include, but are not limited to, audience analysis, message design, media relations, news writing and design principles.

**Course catalog description:** Public relations functions, ethics, and writing of new releases, newsletters, brochures, and electronic media for organizations’ various audiences. Prerequisites: COM 111 and 161.

In this course, I challenge you to *strive for perfection* (or at least near perfection) in your work. Why? The answer is that this course is designed to extend your knowledge, strengthen your technical skills, and refine your work habits. It will build the foundation for your portfolios as you work through the PR curriculum – it provides the stepping-stones for not only PR Campaigns, but also your career. This course, then, challenges you to think, work and produce discourse that would rival that of full-time professionals.

**By the end of this course, I anticipate that you will…**

1. Develop a working knowledge of public relations writing.
2. Learn how to effectively communicate clear and accurate messages in writing.
3. Make confident decisions about prioritizing information in various types of public relations documents.
4. Represent an organization’s message effectively in writing to an appropriate audience.
5. Develop various types of public relations documents.
6. Engage in empathetic and truthful writing.
7. Value the important relationship between organizations and publics and the role of public relations practitioners in mediating that relationship.
8. Develop your own functional writing process and use appropriate resources to seek feedback on writing.

****

**What are the best ways to reach me?**

**E-mail:** [**sghall1@ilstu.edu**](mailto:sghall1@ilstu.edu)

I will strive to respond to emails within 24 hours during the week. I will be unavailable through e-mail on the weekends. For example, if I receive an e-mail late on Friday night, I will not respond until Monday morning. I will only respond to e-mails from Illinois State University e-mail accounts.

**Office Hours: Monday/Wednesday from 2:30-4 p.m. and Tuesday/Thursday from 1-2 p.m.**

Please visit me during office hours! I will help with assignments or answer any questions you may have. Drop-in visits are welcome, but I do want to be prepared for any meeting I may have with you if you have something specific you want to discuss. Please just communicate with me! **The one day I do ask that you must make an appointment is on Mondays!**

**What materials will I use in this course?**

Textbooks:

* Smith, R. D. (2017). *Becoming a public relations writer: Strategic writing for emerging and established media* (5th ed). New York, NY: Routledge.
* 2019 AP Stylebook

Non-textbook materials:

* One portable flash drive/USB key
* Additional readings and assignment instructions, provided on ReggieNet
* Adobe InDesign (accessed in class- You will be using Adobe InDesign to produce your newsletter and certain items of your press kit. You will be required to use this program in this computer lab. Other labs have InDesign but not the same version and you will be unable to transfer your documents back and forth.)

These materials are integral to your success in this course!

**How will we communicate and share course materials during this course?**

****

Primarily, we will use ReggieNet. I will place assignments, quizzes, power point presentations,

additional readings, exams, materials and examples on Reggie Net. All assignments (unless otherwise

noted) are to be posted to Reggie Net by the assigned date and time. If you are registered for the

course, you are automatically enrolled in Reggie Net. Use of Reggie Net will be discussed in class, but

you can find additional resources can be found [here](https://ctlt.illinoisstate.edu/technology/reggienet/). The [IT Help Desk](https://studentaffairsit.illinoisstate.edu/requesting-help/Help-Desk.php) can also provide additional

assistance.If you have issues with ReggieNet, try using a different browser.

**How will you be evaluated in this course?**

Throughout the semester, you will consistently have assignments to work on. I will provide feedback through ReggieNet with each assignment. You will also have opportunities to get feedback from me and your peers during class. With each assignment, I will provide a rubric to guide you in understanding how I will assign points. Additionally, you will be evaluated with attendance points and ReggieNet online quizzes. You will be able to track your grade progress through the ReggieNet gradebook, which I will update frequently.

There are both objective and subjective criteria I use when grading your assignments. Objective criteria include following directions using the correct format for your assignments. Subjective criteria include my overall impression based on my experience and how well you perform on the assignment. Both individual and group assignments will be assessed to determine students’ comprehension and demonstration of course material.

Three important things I ask of you:

1. **If you ever have a question about one of your grades, please feel free to speak with me during my office hours (not in class). I am more than willing to hear you out and speak with you in a cordial manner about a grade. I welcome those conversations.**
2. **If you are not in attendance on lab days and still turn in an assignment in, I will not grade the assignment. If you need to get an absence excused, please see me prior to the absence.**
3. **Please do not wait until the last week of class/week of finals and ask me if you can do extra work to raise your grade or make up points. At that point in time, my answer will be “no”. I will not respond to emails with those questions about grades at the end of the semester. Communicate with me throughout the semester to ensure that you are doing everything you can to achieve the best grade possible. I do round up from 89.5, 79.5, etc. to the next grade level.**

**The grading scale is a standard ten-percentage point scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 89.5%-100% = A | 79.5%-89.4% = B | 69.5%-79.4% = C | 59.5%-69.4% = D | below 59.5% = F |

**Do I accept late work?**

**No.**

**The exception: If the work is tied to a previously excused absence.**

**Is plagiarism tolerated?**

**No.**

**Evidence of plagiarism or cheating will result in an “0” on the assignment and a referral to the Student Conduct and Conflict Resolution office.** [**Academic integrity**](https://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php) **will be handled with seriousness.**

**Assignments/Exams – subject to change**

* Editing Assessment (20 points)
* Target Audience Profile (20 points)
* Direction Sheet (25 points)
* News Release (25 points)
* Media List (20 points)
* Pitch Letter/Email (25 points)
* Public Service Announcement (20 points)
* Social Media Assignment (25 points)
* Feature Story Assignment (25 points)
* Newsletter Side Stories (25 points)
* Newsletter Design Assignment (50 points)
* Final Project Press Kit (100 points)
* Quizzes AP Style Quizzes (80)
* Exam #1 On Reggie Net (50 points)
* Exam #2 On Reggie Net (50 points)
* Reflections (TBD)
* Attendance (~150 Points)  
  **Total Points 660**

***\*\* Additional assignments and handouts will be distributed throughout the semester.***

**Reflections:** I believe that one of the best ways we can learn is reflecting on our own experiences. I will ask you to do reflections at the end of class sometimes when we cover any content as your “ticket out” of class. I will certainly give you instructions and directions as well as question prompts when I ask you to do this. Sometimes they will consist of questions from the book and sometimes I will provide the reflection prompts.

**Participation:** In order for us to have a productive class discussion, sometimes I will ask you to come to class prepared to answer questions during a class discussion. I will provide these questions for you during class and prepare you to complete them, certainly.

**Additional Readings:** Sometimes I will ask you to complete additional readings outside of the textbook. These will be located under “Resources” on our ReggieNet page. I will place the readings in folders and indicate which week they are meant for. You will have the readings in plenty of time for them to be completed.

**What do you need to know about me?**

**My Teaching Philosophy:**

I am your biggest advocate when it comes to your education and success in this course! I want to see you succeed! I believe that being a successful teacher involves much more than communicating information. Teaching is about instilling a passion for learning and creating an open environment for students. I want all of you to feel comfortable in my classroom, which means that it is important to respect one another’s thoughts and opinions. This will allow us to work together as a team. It will also be much easier to work in groups and speak in front of your classmates. My hope is that you will take this class as an opportunity to improve your skills as students as well as grow individually. Trust and respect are critical in this class. You must give respect to get respect.

Communication is key to your success in this class and future careers, so please do not hesitate to contact me as much as you need. I firmly believe that the content of this class is applicable outside of the classroom and will enable you to make a positive impact in your communities. I am your biggest advocate when it comes to learning and growing throughout this process. If we all communicate with one another and come prepared to learn, this class will be fun for all of us.

Please feel free to ask for help in or out of class. (Unless there is a privacy issue at stake, in-class is often best, since your classmates may have the same questions or concerns that you do, and then you are helping them, too.) I will bend over backwards to help you, but I cannot read your mind.

**What do I expect of you as your instructor?**

|  |  |  |
| --- | --- | --- |
| **Respect** | **Professionalism** | **Kindness/Empathy** |
| I expect that we will all respect one another’s thoughts, ideas, and lives. I want us to all be committed to this course, but I understand that we have lives outside of ISU. Let’s be open and honest with our communication.  We will have class discussions and peer edits from time-to-time in this course. I expect that you will take time to invest in giving each other constructive feedback and responses to each other’s ideas. This should come with respect for your fellow students in the course. | Proper formatting and good  language use is necessary in every  written document you prepare,  including e-mail. Electronic  communication should be  complete with a greeting body text,  salutation, and signature. I  understand that we are all very  busy people, however, you will not  be taken seriously (in school or in  your career) if you cannot properly  communicate through e-mail. **I**  **will only open and respond to**  **your e-mail when:**   1. A clear and simple subject line is given that, within 10 words or less, says exactly which class you're in and what topic(s) you're writing about. Don't be lazy and leave an old subject line from a previous e-mail I sent that has nothing to do with your e-mail's content. I will not reply to e-mail that uses a subject line that is not directly related to your e-mail content. 2. Your e-mail text is written effectively and concisely, and it should be as free of errors as possible.   *By the way, I will apply these rules when I send e-mail to you.* During the weekdays, I will strive to respond to emails within 24 hours.  Your e-mail text is written effectively and concisely, and it should be as free of errors as possible. *By the way, I will apply these rules when I send e-mail to you.* During the weekdays, I will strive to respond to emails within 24 hours. | I am a big believer in empathy and how it leads to human connection. I expect that we remember that we are all people first. I simply want us all to treat each other with kindness and have empathy for what is going on in our lives.  Everyone has personal struggles that they are dealing with. I want this course to be a safe space in which you can come focus on studying public relations and developing some good relationships while doing it. |

**Course Structure and Things to Know**

Please be familiar with [ISU’s Code of Student Conduct](http://deanofstudents.illinoisstate.edu/conflict/conduct/code/). Concerning online course content, you also are expected to be familiar with and apply principles of [Communication/Netiquette](http://ctlt.illinoisstate.edu/pedagogy/onlinecourses/skills/).

**How will class meetings work?**

|  |  |
| --- | --- |
| **Tuesdays** | **Thursdays** |
| **Content covered/Activities** | **Lab days/work on assignments** |

Typically, on Tuesdays I will cover content and we will do activities, evaluating examples of PR writing. On Thursdays, we will spend time in class working on specific assignments that I provide you. I expect that you come to class with the material already read and ready to share your thoughts and experiences. Lab days are the best days to take advantage of one on one work with me. If you have specific questions about assignments, lab days are usually good days to ask. However, the whole class may benefit from your question.

I expect the following from you:

* **Starting On Time**: The official starting time for class meetings is not your arrival time. Come early! We will begin on time, and this is why your assignments are due before/by the official starting time of class as stated in the semester schedule. Remember this and act on it: “Early is on time. On time is late. Late is unacceptable.” **I will take attendance at the very beginning of class and award points. If you walk in after I take attendance, you will not be marked as present.**
* **Finishing Early**: Whenever we finish our class meetings early, this still can be important time for you to help your own learning at an individual level. Visit with me, talk with each other, or get things organized for yourself in that time. You may leave, if you wish, but remember that because we all have our class meetings already blocked off in our schedules, the time can be used well for your individual needs. And you can still visit with one of us during office hours and make appointments. **If ever we are in a lab day and you leave before you have finished and submitted your assignment, I reserve the right to dock points from your attendance grade at my discretion.**
* **Late Start to Class**: On the very rare possibility that I am not in class promptly at the official starting time (or early), rest assured that I am on my way. Please remain in the classroom until I arrive. I will take attendance. We'll cover what material we can that is scheduled for that day. Any homework that is due will be collected. Any exam scheduled for that day will be given as planned.
* **Technology:** There are several times in class that I will ask you to use laptops or the class computers. Please have laptops available in class, especially when we work on lab assignments (especially if you prefer your own laptop). However, I just ask that you please avoid surfing the Web or any other non-class-related stuff. If you find something useful, please share it with the class. I understand that cell phones are a necessary part of life, and I don’t mind if you use them while working on lab days. However, I just ask that you refrain from using them otherwise. If you are waiting on an important call or text and need to be ready to answer it, just let me know. I will happily let you do so. I will extend the same courtesy to you. No earphones are allowed during content coverage. On lab days, it will be a more relaxed atmosphere. Feel free to use your cell phones to listen to music and to surf the web for guidance to help you on your assignments. Talk to each other on lab days, especially when you are helping each other with assignments.

**Class Cancellation:**

Only two conditions are likely to exist when classes are cancelled: (1) ISU’s president has closed the university for a weather-related or another reason, or (2) I am unable to make it to ISU because of an illness, jury duty, or another situation. Either way, if class is cancelled, you will receive an official notice by e-mail. If I must cancel class, a notice will be posted in the classroom and/or on the doorway. Any assignment due or exam scheduled for a day when class is cancelled will be due or done at the next class meeting. Keep an eye on your email, as I may require an assignment or learning experience to be completed should I be gone.

**What is my attendance policy?**

I expect that you are all adults and will attend every class, however *I will take attendance* each class. You will receive 5 points for every class attended (losing points, should you miss class). Bear in mind that **you will NOT be able to make up AP Style Quizzes.** If you are late to class and arrive after I have taken attendance, it is your responsibility to remind me to switch your attendance marking to “late” so you can still earn some attendance points.

For an absence to be considered “excused” you must inform me prior to class, if at all possible. Excused absences include participation in a university-sanctioned event, the death of a family member (see [University Policy and Procedures 2.1.27 Student Bereavement Policy](http://policy.illinoisstate.edu/students/2-1-27.shtml) online), incapacitating illness, and natural disaster. Other absences (e.g., cold/flu, weddings, car trouble, house/apartment problem, etc.) will be considered individually.

**As an added incentive to attend every class, those students that have perfect attendance will receive extra credit points at the end of the semester. If you show up late to class or leave early from class, I reserve the right to take away attendance points. Attendance grades are finalized the week of finals, and I account for excused absences at that point in time.**

**What resources are available to you to make college life easier?**

**Support Services**

**Student Access and Accommodations**

Any student needing to arrange a reasonable accommodation for a documented disability should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

**Mental Health Resources**

Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

**Tech Support**

Students having technical difficulties (computer issues) can contact the Technology Support Center at 438-HELP or visit their website at <https://isu.cherwellondemand.com/CherwellPortal/ISUSelfService> for assistance. You can also visit the following website to watch helpful videos for navigating ReggieNet: <http://ctlt.illinoisstate.edu/technology/reggienet/handouts/>

**Is extra credit available to you?**

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

There will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies posted to the School of Communication’s Research Announcement Board. The Research Announcement Board is updated as research studies are opened/closed, and it is your responsibility to access the Board and be aware of available opportunities. The Research Announcement Board can be accessed via:

<https://sites.google.com/site/ilstusocstudies>

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits, but please see the call for participants for the Research Credits associated with each study. Each Research Credit is worth an additional 10 points toward your total possible final grade in this course. For example, if you participate in a research study worth .5 Research Credit, your participation would provide 5 points to your final grade. Each project listed on the Research Announcement Board will indicate the specific number of Research Credits associated with the project. The course instructor will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is your responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, please be sure to have your name, ULID (i.e., the part of your email before @ilstu.edu), instructor name, and course and section number ready, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise on the Research Announcement Board. A maximum of 4.5% of your final course grade can be earned from extra credit opportunities via the Research Announcement Board. After the final project there will be no further opportunities for extra credit or to otherwise improve your grade.

**Non-Research Extra Credit Opportunities**

There may be some studies for which you are not eligible (e.g., recruiting based on gender or family structure) or in which you do not wish to take part. Reasonable alternatives are available for those not able or wanting to take part in specific studies, to ensure equitable non-research based opportunities.  Throughout the semester, I will announce non-research opportunities for extra credit, which may include attending a colloquium, reading a recent article or research paper, or attending an on-campus event and writing a summary of the connection of the event to course content.  I will make these opportunities and specific details available as they arise.

**Optional:**

**For each research study you participate in, I will award 2 points of extra credit (up to 10 total points).**

**PLEASE NOTE:**

* **This schedule does not include due dates! Those are available with each assignment on ReggieNet and will be given on assignment instruction documents.**
* **Non-textbook readings will be available on ReggieNet under “Additional Readings”. I may add short article readings as the semester progresses. I will always make the readings available on ReggieNet and let you know if I add them!**

**COM 268 FALL 2019 SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Week | Topic | Preparation before class(Complete these readings and tasks before class) | In class Activities and Assignments |
| **UNIT ONE** | | | | |
| 8/20 | 1 | Intro to Course | Read syllabus | Review syllabus, ReggieNet, and class expectations  Introductions |
| 8/22 |  | PR Intro  Writing Basics/Process | Read Smith Ch. 1 and Ch. 2 | Class discussion  Writing (grammar & editing)  Identify writing goals  Writing Reflection Assignment |
| 8/27 | 2 | Writing Process Continued |  | AP Style activity  Writing activity |
| 8/29 |  | LAB |  | Editing Assessment Assignment |
| 9/3 | 3 | Research & Audiences | Read Smith Ch. 4 | Analyzing audiences group activity  Reflection Assignment |
| 9/5 |  | LAB |  | Target Audience Profile Assignment |
| **UNIT TWO** | | | | |
| 9/10 | 4 | Message Strategy & Media | Read Smith Ch. 5 | Group activity  Discuss potential clients/research choices |
| 9/12 |  | LAB | Choose a “client” to stick with for the rest of the semester | Direction Sheet Assignment |
| 9/17 | 5 | News Releases | Read Smith Ch. 8 and MAT Release Article | News Release Analysis Activity  Writing Exercise  Reflection Assignment |
| 9/19 |  | LAB | Have a news release draft ready | News Release Peer Editing  Work on News Release Assignment |
| 9/24 | 6 | Media Relations | Read Smith Ch. 5, Ch. 6, and Ch. 7, Pitch Letter Articles | Media and Journalist Relations Video and Case Studies |
| 9/26 |  | LAB |  | Work on Media List Assignment |
| 10/1 | 7 | EXAM | Prep for Exam | Exam #1 |
| **UNIT THREE** | | | | |
| 10/3 |  | LAB |  | Pitch Letter Assignment |
| 10/8 | 8 | Writing for the Web/Social Influencers and Writing for Broadcast | Read Smith Ch. 9, Ch. 10, and Ch. 14- Article about Social Media Influencers | Social Media Discussion  Reflection Assignment |
| 10/10 |  | LAB |  | Public Service Announcement Assignment  Social Media Plan Assignment |
| **UNIT FOUR** | | | | |
| 10/15 | 9 | Feature Writing | Read Smith Ch. 11 | Feature Story Analysis Activity  Reflection Assignment |
| 10/17 |  | LAB | Consider ideas for Feature Story focus | Feature Story Assignment |
| 10/22 | 10 | Collateral Materials | Read Smith Ch. 13, Ch. 15 | Document Group Analysis Activity  Reflection Assignment |
| 10/24 |  | LAB | Edit and revise Feature Story | Newsletter Side Stories Assignment |
| **UNIT FIVE** | | | | |
| 10/29 | 11 | Online Design & InDesign | Watch online InDesign tutorials and explore Adobe support | InDesign Tutorial and Group Activity |
| 10/31 |  | IN-DESIGN LAB | Consider/plan out design of Newsletter | Work on Newsletter Assignment |
| 11/5 | 12 | IN-DESIGN LAB |  | Work on Newsletter Assignment |
| 11/7 |  | IN-DESIGN LAB |  | Work on Newsletter Assignment |
| 11/12 | 13 | IN-DESIGN LAB |  | Put final touches on Newsletters and submit  Newsletter Due |
| 11/14 |  | EXAM 2 | Prep for Exam | Exam #2 |
| **UNIT SIX** | | | | |
| 11/19 | 14 | Discuss Final Projects/Press Kit LAB | Coordinate with group on completing Final Press Kits | Work on Final Press Kits |
| 11/21 |  | Press Kit LAB | Coordinate with group on completing Final Press Kits | Work on Final Press Kits |
| 11/26 | 15 | **THANKSGIVING BREAK- NO CLASS** |  | Work on Final Press Kits |
| 11/28 |  | **THANKSGIVING BREAK- NO CLASS** |  | Work on Final Press Kits |
| 12/3 | 16 | Press Kit LAB | Coordinate with group on completing Final Press Kits | Work on Final Press Kits |
| 12/5 |  | Press Kit LAB | Coordinate with group on completing Final Press Kits,  Group Evaluations | Final Project: Press Kit Due |

\*\*\* This course schedule is subject to change at the discretion of the instructor. I will announce any notable changes in class, through email and/or on ReggieNet. You are responsible for noting any such changes.

**\*\*\* NO FINAL EXAM. WE DO NOT MEET DURING FINALS WEEK.**

Syllabus Contract

I have read the syllabus for Sarah Hall’s Com 268 class and agree to the terms for required coursework and acceptable classroom behavior.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is one thing that you hope to learn in this course?

Please list at least 3 hobbies/extracurricular activities you enjoy:

Please list at least 2 goals you hope to meet through this course:

What do you want to be when you grow up?

What is one thing that might surprise people who don’t know you?

What is your favorite:

Movie?

TV Show?

Music artist?

Author?

Book?

Candy?