## CTL MISSION

**Slogan:** “Creating better teachers to better serve our Students.”

**Mission:** In keeping with Hostos tradition, the Center for Teaching and Learning promotes excellence in teaching and learning with innovative pedagogies and state-of-the-art technologies by fostering interdisciplinary and cross-divisional collaborations.

**Goals and Objectives:**
In order to fulfill its mission, the Center for Teaching and Learning strives to accomplish the following goals and objectives:

- Promote teaching innovation
- Provide faculty professional development activities
- Support Scholarship of Teaching and Learning (SoTL)
- Support curriculum development and revision
- Create and disseminate instructional resource materials, including a faculty handbook
- Promote and showcase faculty work and research through conferences such as CTL Professional Development Day (SPA Day), Bronx EdTech Showcase, CUE Conference, CUNY IT Conference and others.

Additional offerings by the Center for Teaching and Learning include:

- Support for student participation programs (honors programs, WAC, Study Abroad Program, etc.)
- Collaboration with the Grants office to:
  - Propose strategies to support faculty engagement in grantsmanship
  - Provide development support for faculty research initiatives (assistant locating funding sources, grant writing workshops, etc.)

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MEET OUR CTL STAFF!

Carlos Guevara
DIRECTOR OF EDTECH & CO-DIRECTOR OF CTL

Carlos Guevara holds bachelor's and master's degrees in Computer Science from CUNY & NYU Poly and is currently pursuing a doctorate degree in Instructional Technology at Teachers College, Columbia University. With over 15 years of experience in Higher Education, Carlos currently works at Hostos Community College, CUNY, as Director of the Office of Educational Technology and Co-Director of the Center for Teaching and Learning. Carlos is also Chair of the CUNY Center for Teaching and Learning Advisory Council and Founder of the Ecuadorian Youth Organization and Ecuadorian Scholars Fund.

Prof. Cynthia Jones
CO-DIRECTOR OF CTL

Cynthia Jones began her tenure at Hostos Community College in 1977 as an adjunct in the English Department teaching ESL reading courses of beginning, intermediate, and advanced levels. She was appointed as a full-time Lecturer in 1981 and has taught the full range of English course offerings. Cynthia Jones earned a Master of Arts in Curriculum and Teaching from Teachers College, Columbia University and received a Bachelor of Arts in Early Childhood, Elementary Education, and Reading from Adelphi University. Cynthia has been called an “Hostos lover” because of her love for its mission; she proudly and passionately embraces that name.

Luz Rivera
COORDINATOR OF CTL

Luz Rivera holds a B.S. degree in Computer Information Systems from Lehman College and an associate's degree from Hostos Community College, CUNY. She joined CTL in 2014. Prior to joining the center, she worked in the Education department as a College Lab Technician. She supports all center initiatives and activities, and she participates in special projects to improve the center’s effectiveness. Committee member: CTL Advisory Council, & General Education.

Itzel Ortega Mendez
COLLEGE ASSISTANT

Itzel Ortega Mendez has been a College Assistant with The Center for Teaching and Learning, as well as a collaborator with The Office of Academic Affairs, since September 2014. Itzel started her career at Hostos Community College as an intern with the At Home at College program in 2013. She is currently in the final year of her associate's degree at Hostos Community College studying Office Technology.

Yeily Peña Vicente
COLLEGE ASSISTANT

Yeily Peña has been a student at Hostos Community College since 2014. She started volunteering at CTL in February 2016. Yeily has been a College Assistant with The Center for Teaching and Learning since May. Yeily graduated with her associate's degree in Office Technology at Hostos Community College in June 2017.
The Center for Teaching and Learning and the OAA Diversity Fellow Prof. Nelson Nunez Rodriguez held a Spring 2017 Adjunct Open House on February 14, 3:30-5:30pm in room B-501 to address questions and needs from our adjunct faculty members. Simultaneously, it was a great opportunity to appraise our adjunct faculty expectations from the institution. The Center for Teaching and Learning has been holding this conversation every spring. This open house represents another effort from the Office of Academic Affairs to address faculty recommendations from the COACHE survey conducted in 2014.

The Spring 2017 Adjunct Open House focused on the new contract opportunities for adjunct faculty. The Center for Teaching and Learning in collaboration with Prof. Lizette Colon invited Debra Bergen, the PSC CUNY Director of Contract Administration, to explain current choices for the adjunct cohort regarding the new contract and workload. At least 15 adjunct faculty attended this informative session. They also had the opportunity to discuss legal aspects and how to proceed with student misconduct in class with our Legal Designee Eugene Sohn. The session also provided information regarding faculty resources available in the library and in the Office of Educational Technology. Prof. Jorge Matos and Mr. Carlos Guevara explained library resources and technology. The Center for Teaching and Learning staff members look forward to improving service to the adjunct faculty based on participant feedback. Indeed, they recommended holding the presentation at different times during the week considering adjunct cohort limited time on campus. Overall, the session was productive and shed light on the need to constantly explore ways to serve our adjunct faculty needs.
Nine hours after grades were due for the spring semester, almost 100 faculty members attended our seventh annual Spa Day, a professional development day endearingly named to represent a mental retreat for busy academic minds. Each year Spa Day has been a great success, largely due to the quality of presentations and the interest of the participants. The day provides Hostos faculty the opportunity to see what colleagues in other departments are doing, learn new teaching strategies, and discover new programs. A faculty member once told me that attending Spa Day is better than attending a conference. The caliber of presentations are the same, but, at Hostos, you know what you are learning is applicable to our students and our campus.

This most recent Spa Day focused on the theme of social justice, and we heard how faculty from across disciplines used the book *Just Mercy* with their students. Next year’s common read, *Americanah*, was announced with an activity to introduce faculty to some of the book’s themes. We also heard from our students about their experiences conducting research with faculty and we had the opportunity to make animated films using Play Dough and iPads. Please join us next year at our eighth annual Spa Day and make it part of your annual professional development.

Christine Mangino
Provost & VP for Academic Affairs
AMERICANAH
A NOVEL
CHIMAMANDA NGOZI ADICHIE
AUTHOR OF HALF OF A YELLOW SUN

"Dazzling. . . . Funny and defiant, and simultaneously so wise. . . . Brilliant." —San Francisco Chronicle
In the last 20 years, research on neurolinguistics and bilingualism has demonstrated that exposure to two or more languages on a regular basis shapes individuals’ brain function and brain structure in ways that are different from those of monolinguals. Bilingual exposure enhances individuals’ brain plasticity and flexibility at higher levels than monolingual exposure; it also confers other benefits on the individuals.

What do monolinguals and bilinguals do similarly? Both groups mainly process language in the left hemisphere of the brain. Thus, linguistic information enters the brain circuitry through the auditory cortex in the temporal lobe when they listen. Wernicke’s area (BA39 and BA40) in the temporal lobe and Broca’s area (BA44 and BA45) in the frontal lobe are considered the classic language areas of the brain. These areas are inter-connected via various pathways and are both activated for speech comprehension and production.

Once sounds are processed in the left middle portion of the Superior Temporal Gyrus (See Illustration 1), words are recognized and lexical-semantic integration takes place. Then sentential information travels to the frontal lobe for syntactic processing (in BA 44 and Frontal Operculum) and for further semantic processing (in BA 45 and Frontal Operculum) and for further semantic processing (in BA 45 and BA 47) via different pathways. Ultimately, linguistic information goes back to the temporal lobe for semantic and syntactic integration and optimal sentence comprehension. This highly dynamic and interactive cycle occurs in both monolinguals and bilinguals when they process language; the pre-motor cortex is also activated when they articulate speech.

But what do bilinguals do differently from monolinguals? I highlight major research findings below:

Humans possess only one brain circuitry for language (Friederici, 2012- Illustration 1), and bilinguals need to use it to process their two languages. Researchers agree that bilinguals with bilinguals with a certain degree of proficiency in their two languages always activate their two languages (the dominant and the less dominant language) when they are using only one. This joint or parallel language activation occurs when they listen, speak, read and write in any of their two languages (Bialystok, Craik, & Luk, 2012; Costa & Sebastián-Gallés, 2014; Kroll, Gullifer, & Rossi, 2013).

As a result of this joint activation, the two languages are constantly interacting with, influencing, interfering with, and/or supporting one another in the bilingual’s mind. This interaction is bidirectional, from the dominant to the less dominant language and vice versa (Jasinska & Petitto, 2013; Kroll & Bialystok, 2013). As bilinguals become more proficient in their two languages, they also become more skillful at switching from one language to the other and at monitoring their

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1 People who are exposed to two languages on a regular basis, independently of proficiency.
two linguistic systems. Thus, they can easily select the grammatical structures and the vocabulary they want to use at a particular time while inhibiting the forms they do not need.

Both the joint language activation and the bidirectional language interaction shape bilinguals’ brain function and brain structure in ways that are different from monolinguals’:

As far as brain function is concerned, bilinguals and second-language learners show greater activation of the classic language areas in the brain (Broca’s area and Wernicke’s area) compared to monolinguals when they process language (Jasinska & Petitto, 2013). Furthermore, they reveal greater activation of the Left Dorsolateral Prefrontal Cortex (DLPFC) (Illustration 2-Jasinska & Petitto, 2013) and the Anterior Cingulate Cortex (ACC) (Illustration 3-Abutalebi et al., 2011), which regulate language switching and general executive functions such as conflict, control, monitoring, selective attention, and inhibition (Bialystok, Craik, & Luk, 2012; Costa & Sebastián-Gallés, 2014; Kroll, Gullifer, & Rossi, 2013). In fact, bilinguals and second language learners activate these cortices for linguistic tasks as they are constantly switching from one language to the other and monitoring their language use. Thus, their executive functions are enhanced and also transfer to non-linguistic tasks such as those that require selective attention or inhibition. Overall, bilinguals’ ability to switch languages and manage executive control tasks well provides them with superior mental flexibility (Kroll & Bialystok, 2013).

As far as brain structure is concerned, lifelong bilingualism increases gray matter and white matter volume in the classic language areas, in regions involved in executive control such as DLPFC and ACC, and in the left inferior parietal region responsible for selective attention (Abutalebi et al., 2011; Bialystok et al., 2012; Christoffels, Kroll, & Bajo, 2013; Kroll & Bialystok, 2013; Kruchinina et al., 2012). Increase in gray matter density in the parietal region is positively correlated with second-language proficiency (Luk, De Sa, & Bialystok, 2011). White matter tracks become thicker in bilinguals than monolinguals because of their constant struggle to inhibit the unintended language while speaking and to switch linguistic and non-linguistic tasks (Christoffels, Kroll, & Bajo, 2013; Kroll & Bialystok, 2013). This increase in gray and white matter density enables bilinguals to build cognitive reserve, which refers to the ability to resist the damaging effects of dementia in old age. According to Kroll & Bialystok (2013), cognitive reserve delays the onset of dementia in bilinguals.

How distinctly do bilinguals process words, meanings, and syntactic structures from monolinguals? Like monolingual children, bilinguals learn words and meanings in their two languages through declarative memory or explicit learning (Ullman, 2005; Pujol, 2016). Research, however, has consistently shown that bilinguals often have a smaller vocabulary size in each language compared to their native counterparts (Bialystok et al., 2010; Conboy & Mills, 2006). Yet bilinguals’ total vocabulary size and their knowledge of translation equivalents in their two languages are positively correlated to their academic advancement (Bialystok et al, 2010; Conboy & Mills, 2006; Lindholm- Leary & Borsato 2006; Poulin-Dubois, et al, 2012), probably due to the interdependence of the two languages in the bilingual mind (Cummins, 1991).

Learning a second grammar after having acquired a first grammar (after the age of four) places serious demands on the brain for both grammars (Jasinska & Petitto, 2013; Ullman, 2005). The second grammar is not acquired in an unconscious, implicit way through procedural memory as children acquire their first grammar (Ullman, 2005; Pujol, 2016). Instead, it must be acquired in an explicit way through declarative memory. After sufficient instruction, understanding, and practice, second grammar rules can become automatic (Ullman, 2005). However, juggling two grammars will always

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2 Gray matter consists of neuron cell bodies from which nerve impulses originate.

3 White matter consists of nerve fibers that transmit nerve impulses in the brain.
involve more brain activation for bilinguals, even when they reach proficiency in their two languages (Wartenburger et al., 2003; Jäniska & Petitto, 2013).

Factors that influence bilinguals' brain mechanisms when they process oral language include age of becoming bilingual, language exposure and use, language proficiency, and typological similarities and differences between bilinguals' two languages (Kotz, 2009). The most influential factor is, of course, language proficiency (Abutalebi, Della Rosa, Ding, et al., 2013; Bialystok & Feng 2009; Iluz-Cohen & Armon-Lotem, 2013; Stein et al., 2012). Bilinguals with low language proficiency engage more extended brain areas when processing their weaker languages than bilinguals with high proficiency in their languages. The latter group engages similar brain areas and displays a stable overlap when processing any of their languages (Costa & Sebastián-Gallés, 2014; Wartenburger et al., 2003). This research illustrates the mental difficulties that beginning learners encounter when acquiring new vocabulary and grammatical structures in a second language.

To conclude, I would like to highlight a few classroom activities that not only support bilinguals' brain functioning, but also facilitate their language acquisition. Educators can provide opportunities for vocabulary repetition, manipulation, elaboration, and review, always presented in meaningful contexts. Students should engage in conscious and explicit learning, analyzing grammatical and syntactic structures in depth, identifying similarities and differences, and making connections to prior linguistic experiences. Educators may also encourage students to reflect upon their language interference and language support instances as part of the learning process. This will increase students' awareness and will strengthen their meta-cognitive and meta-linguistic skills. Finally, I would promote bilingual students' literacy in their two languages. Learning English should undoubtedly be a priority for our bilingual students in the college, but there are different ways of learning a second language (Genesee et al., 2006; García, Pujol-Ferran, & Reddy, 2013; Pujol-Ferran et al., 2016). Brain research demonstrates that once a second language invades the brain circuitry, bilingual individuals' brain function and brain structure start to change. This change is irreversible. Because the two languages are processed in such a highly intertwined manner in the brain, it is probably more feasible and comfortable for the learners to reach proficiency in their two languages than in only one; they will be well equipped to monitor their language use and will eventually enjoy the many benefits of bilingualism (García, 2009; Kroll & Bialystok, 2013). Therefore, I believe that educators should explore ways to assist bilingual students in developing their full bilingual potential.

4 Be aware that the neural mechanisms for reading are not discussed in this essay.

References
On a bright afternoon recently, in the Atrium, faculty, students and administrators celebrated Hostos Teaching Day. The purpose of gathering, and for creating the posters which decorated the space, was to reflect on the practices and strategies that enhance student learning here at Eugenio Maria de Hostos Community College. Additionally this semester, the Center for Teaching and Learning launched the Hostos Reads book project with a book, *Just Mercy*, which highlights the ongoing struggle for social justice—a struggle that is no stranger to the teachers, students, and administrators who make up the Hostos community. Social justice is about more than just equality; it is about equity—ensuring that all receive the resources they need in order to achieve their goals and fulfill their highest aspirations. The faculty and administrators, now more than ever, recognize the value of education in achieving equity for Hostos’ diverse student population.
The spirit of Eugenio Maria de Hostos was alive and well within the walls of the Atrium that afternoon both in the testimony of the faculty, who remain committed to the mission of the college, and of the students, who continue to overcome the most challenging obstacles in obtaining their degrees.

Teaching Day was a day of celebration, reflection and community. For as long as there remains a struggle for justice and equality, Hostos humbly stands as a beacon for all those who are willing to fight.

Diana Macri
ALLIED HEALTH SCIENCES
HEALTH TIPS
Dietary Guidelines for Latino in the U.S.

The United States Department of Agriculture (USDA) 2015-2020 Dietary Guidelines provides guidance and recommendations to help Americans make healthy choices in the areas of nutrition focused on preventing diet-related chronic diseases. However, culturally relevant recommendations specific to Latino health and nutritional habits are often lacking. About half of all American adults have one or more preventable, diet-related chronic diseases, including cardiovascular disease, Type-2 diabetes, and obesity. Latinos in the US experience higher rates of these conditions compared to non-Hispanic whites. In 2015, 18 percent of the U.S. population was of Latino/a origin; making it the nation’s largest and fastest growing minority group and it is predicted to rise to 30 percent by 2050. Among them, 63 percent were Mexican Americans; 16 percent from the Caribbean, 5.6 percent South American and 8.5 percent were non-Mexicans from Central America (1,2).

When we refer to the eating patterns of the Latino/a in the US, it is important to consider the diversity such as different food preferences, cultural definitions of foods, dietary patterns, and the use of many different names for the same food. Therefore, the assumption that all Latinos follow the same food patterns is inaccurate (3). Studies confirm that universal dietary guidelines have limited application for different ethnic groups with particular diet-related health needs and food preferences, and that, efficacious dietary guidelines need to include the unique and particular dietary characteristics of the specific group in question (4).

Throughout my tenured years as a professor teaching a nutrition course at CUNY-Hostos Community College, a primarily Latino institution, I accumulated data from the students, who were mostly Latinos (58%), Africans and African Americans (22%). The students were asked to keep a four-day food journal and sort their food intake into groups using the USDA Dietary Guidelines for Americans, “Choose My Plate Food Guide” as the model for the food groups. After twelve years reviewing the students’ food journals (> 3,000), common patterns were noticed regarding how they sorted food into groups. The students with Latino backgrounds more often included starchy vegetables, legumes, beans, roots, and tubers in the vegetable group, as designated by USDA “Choose My Plate Food Guide.” In their final term-paper assessment of their food intake, the majority of the students stated having an adequate intake of vegetables, since they had a high intake of the starchy ones—in particular beans, corn, potatoes, yucca, and plantains but low intake of dark green, orange and ‘other’ vegetables. Also, it was noticed that they had a frequent intake of rice, usually eaten together with the starchy vegetables, resulting in a high intake of starch. An example of a common mixture of food in one meal was: rice, beans, plantains (either green or yellow), and meat. The USDA “Choose My Plate Food Guide” assignment of starchy vegetables in the same group as the non-starchy ones apparently created a confusion or a false belief of appropriate intake of vegetables. Furthermore, a study by Davis (2013) showed that the Latino participants’ from New York City followed a Caribbean starch pattern diet with a significantly high intake of pinto beans, plantain, and yucca as well as other starchy vegetables while eating very little non-starchy vegetables (5). The classification of

IRIS MERCADO
Associate Professor
Education Department

Born and raised in P. R. where she received a BA in Nutrition and Dietetics from the University of Puerto Rico and a MS in Public Health and Nutrition from UPR Medical Science Campus. After working as a Sport Nutritionist for the Olympic Committee in Puerto Rico she decided to move to NYC to pursue a doctoral degree at Columbia University in Health Education. Prof. Mercado worked as a Dietitian in NYC for years with HIV/AIDS clients and later as a bilingual clinical nutrition consultant providing nutrition assessment and counseling for conditions such as diabetes, obesity and hypertension. Starting her 14 years as an Associate Tenured Professor, she teaches health courses at the Education Department-Health Education Unit. Iris Mercado's real passions are in the area of exercise, behavior modifications, and weight control as she is a certified weight control specialist. At the present moment her goal is to finish her book on weight control for Latinos.

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these items high in starch and calories as vegetables by the USDA Dietary Guidelines may not be of importance for a population that has a low intake of them, but it may be inappropriate for Latinos, due to their high and frequent intake and their high prevalence of diabetes and obesity.

The eating patterns of Latinos in the US are different from those of the general non-Hispanic US population and they are also different among themselves. Mexican Americans eat more tortillas and taco shells than non-Mexican Latinos (twice as many) while the latter group eats three times more rice (6). In general, Latinos eat similar foods but prepare them in different ways and give them different names. Consider beans, for example: Mexican Americans often prepare pinto beans as a paste, eat them with tortillas, and call them frijoles refritos. People from the Caribbean prepare beans with sofrito as a stew (calling them habichuelas quisá), eat them either with rice or cooked together with rice, (calling it moro in the Dominican Republic, congri in Cuba, manpostiao in Puerto Rico), consuming them almost daily, sometimes twice a day. Furthermore, Latinos from the Dominican Republic prepare kidney beans with sugar and coconut milk (calling it habichuelas dulces), and eat them for dessert. Adding to the diversity, Central Americans boil the beans and eat them daily with cheese or cream sauce either for breakfast or lunch. When it comes to food names, Latinos hold many different names for the same food item. For example, sweet potatoes are known as batata dulce, batata nameya (Puerto Rico), boniato (Cuba), camote (Honduras, Perú, Ecuador), chaco; and corn is known as maíz (Caribe), choclo (Argentina, Ecuador, Perú), chicha, elote (Mex.), jojota, and marlo (7).

Educational materials are available for the Latino population in the US, but their use might be limited because many of these materials are not relevant to their cultural preferences and dietary patterns. Health and nutrition education programs and educational materials that are made available in Spanish may not be sensitive to cultural differences. Many of these materials were translated into Spanish without considering their vast cultural and linguistic diversity. The Dietary Guidelines used by most Latin-American countries classify starchy vegetables, roots, and tubers with the Grain/Starch Group and the beans and legumes within the Protein Group (exclusively), according to their calorie density and the key nutrients they provide. Thus, the writer after considering all mentioned criteria created The Latino Food Group Guide along with the Latino Plate. Ecological data was used from Latinos in New York City on their traditional foods and dishes. In addition, focus groups comprised of Latinos were formed to clarify the information obtained previously and an image of the Latino Plate was discussed and updated.

The Latino Food Group Guide divides the Latino foods into more detailed subdivisions, according to their nutrient, calorie, starch, and fat content. It also provides instructions for appropriate food portion sizes, just as the USDA Food Guide does (10). The main differences between the two guidelines are the inclusion of traditional foods (spices and organ meats), classifying cheese, beans, and legumes exclusively in the Protein Group, and the tubers, roots, and starchy vegetables in the Grain/Starch Group instead of the Vegetable Group. Also provided in the Latino Food Group Guide are separate categories for water, spices and condiments, good and bad oils, sweets (with and without added oil), and alcoholic beverages. In addition, the Latino Food Group Guide includes different names used in Spanish for the same food item and considers the meal patterns of the diverse Latino groups in the US. The USDA Food Guide shown in My Plate (Figure 2) includes the five food groups using the familiar image of a plate as the setting to help consumers make better choices and remind them to eat healthier. The Latino Food Group Guide also uses a plate image (Figure 1), similar to the USDA Food Guide My Plate, but it includes a image of a glass of water instead of milk; (b) allocates half of the plate for vegetables, excluding the fruits; (c) contains an image of fruit outside the plate together with milk/yogurt as a snack or dessert option; (d) adds the image of a small bottle of what is considered a good oil, and depicts two plate sizes—8” and 10”—and recommends the use of the smaller plate to reduce portion size.
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<th>Latino Food Groups and Latino Plate (11)</th>
<th>The USDA Food Guide and My Plate</th>
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<tr>
<td><strong>Grains and Starch</strong></td>
<td><strong>Grain Group</strong></td>
</tr>
<tr>
<td>Divided into three subgroups: whole grains, enriched/refined grains and roots/tubers and starchy vegetables (sweet potatoes, green bananas, green and yellow plantain, yautia, yam, yucca). They are recommended to eat as part of their grain and starch intake for the day and not in addition (avoid rice, tostones, bread, and corn in one meal).</td>
<td>Divided into two subgroups: whole grains and enriched/refined grains. It does not consider roots, tubers, and starchy vegetables as part of this group even though they contain as much starch as the grains.</td>
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<tr>
<td><strong>Protein Foods</strong></td>
<td><strong>Protein Foods</strong></td>
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<tr>
<td>Divided into two subgroups: Protein from animal sources (meat, poultry, eggs, cheese, seafood and animal organs) and protein from vegetable sources (beans and legumes, soy products, nuts and seeds). Subdivided by fat content: very low fat, low fat, medium fat and high in fat.</td>
<td>Divided into three subgroups: Seafood; meat, poultry and eggs; and nuts, seeds, legumes and soy products. Subdivided by fat content: very low fat, low fat, medium fat and high in fat.</td>
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<tr>
<td><strong>Vegetables</strong></td>
<td><strong>Vegetables</strong></td>
</tr>
<tr>
<td>Divide into 3 subgroups: dark green, red and orange vegetables, and other colorful vegetables. The Latino Plate presents the vegetables as half of the plate.</td>
<td>Divide into 5 subgroups: dark green, red and orange, and other vegetables, legumes and starchy vegetables. Choose My Plate presents the vegetables together with the fruits as half of the plate.</td>
</tr>
<tr>
<td><strong>Plate Size</strong></td>
<td><strong>Plate Size</strong></td>
</tr>
<tr>
<td>Plate sizes (10” and 8”) and recommends the use of the smaller plate.</td>
<td>No plate size indicated</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td><strong>Limit</strong></td>
</tr>
<tr>
<td>Includes all other foods, beverages and edible ingredients that do not fit the definitions of the major food groups but are consume in significant amounts by Latinos. <strong>Flavors:</strong> condiments, herbs, spices, salsa, sofrito; <strong>Water:</strong> plain water and flavor water; <strong>Sweets:</strong> candies and desserts with or without fat, and soft drinks (jarritos, orchatas); <strong>Alcoholic Beverages:</strong> plain and mixed drinks; <strong>Oil/Fat:</strong> good (unsaturated) and bad (saturated).</td>
<td>In addition to the food groups, there are recommendations to limit the intake of other components such as added sugars, saturated fats, and sodium.</td>
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**References**
I am grateful to Professor Greg Marks, Chair of the English Department, for pointing out that I was eligible for a fellowship leave / sabbatical. The idea that I could apply successfully for such an honor had never occurred me. To my surprise though, after more than twenty years of continuous teaching, summers included, I was able to return to full-time literary research. The primary goal was to continue some ideas from my book on Shakespeare's Sonnets, but also to explore my growing interest in American poetry of the 20th century.

Fortunately, I was able to spend my sabbatical, the summer and fall of 2015, in Israel, “the start-up nation,” and to enjoy its unique blend of creativity and tradition. I worked at the libraries of Tel-Aviv and Bar-Ilan Universities. At the latter I had access to a separate research library devoted to English and American literature. There I also benefited from talks with my friend and mentor, Murray Roston, Professor Emeritus at Bar-Ilan and UCLA. On the other hand, many of my former colleagues had passed away, among them Dorothea Krook, who mentored Sylvia Plath at Cambridge; Alex Aronson, who worked with Rabindranath Tagore in India, and Allan Bloom, author of The Closing of the American Mind (1987).

In any case, changing my venue so completely allowed me to step back and take a fresh look at everything I was doing. Preparing for class and grading papers has always been a round-the-clock occupation for me; there are no shortcuts, especially since I prefer to teach basic and developmental courses which have the greatest impact on students’ lives. Now I was entirely on my own, with no classes to meet and no papers to grade, so that a major adjustment was needed. Of course, being in walking distance of a world-class beach did me no harm. I soon developed a Mediterranean lifestyle with dinner in the early afternoon followed by a siesta, so that much of my work was done in the cooler evenings and at night.

Over the years, my research has increasingly dealt with the ways biblical sources are used by English and American writers. This probably began in 1987 with “Bacon’s Borrowed Imagery” an article published by The Review of English Studies. It continued with a short article in The Explicator on John Berryman’s “Dream Song 97,” in which the poet (who studied Hebrew) transliterates verses from The Book of Job. I followed this with a long article in American Literature on Berryman’s Sonnets, which was later reprinted by Harold Bloom in his anthology of critical essays on this poet. I returned to biblical sources in 2010 when “More Psalms in Thomson’s Seasons” was published by Notes and Queries at Oxford University Press. I felt it was important to call attention to The Seasons, a neglected poem which I consider the finest English epic after Milton’s Paradise Lost. Although the biblical influence on Thomson is well known, I was able to add and explain a good number of important references to The Book of Psalms.

At the start of my sabbatical, therefore, I was eager to build on this area of research which is closely bound up with my own heritage. And I was in the best place in the world to do so. I had a hunch that I should return to Shakespeare’s Sonnets, especially the opening group which repeatedly urge a young man to marry and have children. I noted that Psalm 45, subtitled “A Song of Love,” is a wedding poem which warmly praises a youthful king, celebrates his marriage, and promises that “I will make thy name to be remembered in all generations.” Here then were three
major themes of the Sonnets: admiration for “the fair youth,” procreation, and poetic immortality. I worked these ideas into an article which was published by *Notes and Queries* in October, 2016. Meanwhile, I’d begun to think about Sonnet 146, the most religiously oriented of them all: “Poor soul, the center of my sinful earth.” It is a difficult text since the obvious misprint in line two forces the reader (or editor) to make a correction by inserting two or three appropriate words. I realized that this process is circular: The way we read the text generates our emendation of it, while the words we choose to insert will in turn reinforce our interpretation of the sonnet. The most recent example of this is Helen Vendler of Harvard University who offers a new and widely accepted reading of the crucial line. I criticized her version but ultimately accepted it for reasons vastly different from her own. My article, “Rewriting / Rereading Shakespeare’s Sonnet 146” was published in *ANQ* in December, 2016.

By now I was feeling the need to write about something other than Shakespeare. I’d happened to pick up a copy of *The Yearling* by Marjorie Kinnan Rawlings, which won the Pulitzer prize for best novel of 1938. The book became a major Hollywood film starring Gregory Peck; it also had a long run as a school text with study questions. What struck me, as I thoroughly enjoyed her account of a poor “Cracker” family in the Florida panhandle, was the obvious biblical parallel. Penny Baxter and his hardworking family clearly resembled the patriarch Jacob, while their troubled neighbors, the Forresters, followed in Esau’s footsteps. Learning more about Rawlings, I found she often alluded to biblical texts, for example in her story “Jacob’s Ladder” (1931). As I was working on this, I luckily found that *The Journal of Florida Literature*, named after Marjorie Kinnan Rawlings, had issued a call for articles. I promptly sent them “Jacob and Esau in *The Yearling*,” and they published it in September, 2016.

Continuing with American literature, I began working on a poem by David Wagoner, a leading figure in the Pacific Northwest movement that began to flourish in the 1950s. Extremely prolific, he has written over a dozen books of poetry and as many novels. Yet he too, like James Thomson and Marjorie Rawlings, has not received enough attention from the critics. His poem, “At the Door,” has no biblical connections but is steeped in the existential philosophy that dominated post-war America. I also noticed some echoes of an essay that I often teach in English 110: “On Doors” by Christopher Morley (1925). Developing this parallel and analyzing the workings of Wagoner’s paradoxically omniscient tone, which explains everything and nothing, I concluded an article which is now forthcoming in *The Explicator*. Let me add that another article, “Sacred Space in Frost’s ‘The Silken Tent,’” has just been submitted for publication. I am hoping it too, like those mentioned above, will be accepted the first time around. Robert Frost, a professed “Old-Testament Christian” must have known the many biblical associations of the tent symbol. Influenced by the mystical school of Emanuel Swedenborg, he fuses the tent image with that of the woman he describes, creating a poetic icon.

This, then, is how I spent the summer and fall of 2015. Let me add that some time also went into writing and revising my own poems. I have amassed a few hundred of these using a nine-line format quite unlike the sonnets that I published in 2000. When time permits, probably this summer, I will begin to arrange that material into a book. But meanwhile, as I approach retirement, I sincerely thank Hostos Community College for granting me so many years of enjoyable teaching and allowing me to be an Associate Professor.

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*I hear a droning voice
Patiently explaining.
I remember it is mine.

Gray with age and chalk-dust,
I have scrawled out my life
Upon a mile of blackboards.

Am I running out of breath
And things to say? Or time?
Or all of the above?

The robot substitute
With mouse and flashing screen
Stands by to take control.

But someone waves a hand
And raises a youthful voice,
Brightly questioning.

Our words and thoughts converge;
A lesson has been learned.
And I am young again.

In *Teaching as a Human Experience*
ed. Patrick Blessinger and Karen J. Head
A Spotlight on our Daily Classroom Dynamics: It is time to Help Each Other Infusing Diversity, Plurality and Inclusion in our Classrooms

The Center for Teaching and Learning (CTL) aims to support faculty addressing diversity issues in the classroom by creating a professional development structure focused on this matter. In doing so, the Center has been collaborating with the OAA Diversity fellow Prof. Nelson Nunez Rodriguez. This faculty member developed his responsibility based on the 2013-2018 Faculty Diversity Plan prepared by OAA and faculty recommendations derived from the COACHE survey conducted in 2014. Specifically, the CTL has collaborated with the diversity fellow exploring ways to support our adjunct faculty body and discussing models to systematize a dialogue about diversity, inclusion and plurality in our classrooms.

An open house for Adjunct Faculty was held during the Spring 2017. This initiative represents another effort from the Office of Academic Affairs to address faculty recommendations from the COACHE survey conducted in 2014. This practice has been offered every spring. During this Spring 2017 edition, the CTL in collaboration with the Diversity Fellow and Prof. Lizette Colon, invited Debra Bergen, the PSC CUNY Director of Contract Administration, to explain new contract and workload opportunities for the adjunct faculty cohort. Approximately 15 adjunct faculty members attended this informative session. They also had the opportunity to discuss diversity matters and how to proceed with student class misconduct with our Legal Designee Eugene Sohn. The session also provided information about faculty resources available in the library and in the Office of Educational Technology. Participants found this initiative informative and helpful. Indeed, they recommended holding the same presentation at different times in consideration of the often limited availability of adjunct faculty. Overall, the session was productive and sheds light on the need to improve our service to adjunct faculty, including engaging them in conversations revolving around diversity issues.

The CTL and the Diversity fellow have also held several conversations dedicated to diversity matters. Specifically, several faculty and staff members discussed ideas and potential frameworks that systematize a safe dialogue in our classrooms regarding diversity, inclusion, and plurality. All participants agreed that, regardless of specific course contents, all faculty members should be engaged in defining the meaning of diversity, inclusion, and plurality in our institution. Indeed, the successful experience developed by Prof. Eunice Flemister and Lisanette Rosario based on cultural-
competency workshops was highlighted as a best practice that should be expanded. The CTL anticipates hosting Fall 2017 conversations on creating teachable moments revolving around visible and invisible diversity in the classrooms. This may be a way to start crafting a sustained approach to this critical matter.

The above-mentioned conversations were unescapably permeated by the current nationwide sociopolitical climate derived by the new administration in the White House. In this regard, faculty members pointed out the need to use our classrooms as intellectual venues to build a sense of togetherness and create dialogues where dissent is respected and the pursuit of knowledge can thrive. Most likely, our students do not have other venues to encounter different ideas and build understanding about our current world political climate. The dialogues held by CTL pointed out the need to define diversity, inclusion and plurality in our institution or at least, to have a functional framework to address the issue in the classrooms. In this regard, many angles of this conversation go beyond the classroom and require other institution constituent participation. The nationwide conversation on diversity points out that power and influence are required to craft meaningful diversity conversations. Indeed, many faculty members do not know how to begin. Naturally, many courses have assignments that expose students to analyze facts with a variety of lenses and to discuss it among students with different backgrounds. But still the definitions of diversity, plurality and inclusion appear nebulous. It is daunting to define exactly what and how integrate diversity in the classwork. These are the next frontiers for our conversations. On the bright side, we have many faculty members eager to be engaged in this endeavor. We should capitalize on our faculty rich intellectual and professional diversity to define intentional cross-cultural exchanges in our classrooms and to offer a variety of opportunities for students to understand, appreciate and respect multicultural differences using the intellectual rigor of the academic knowledge.
**DATE:** 09/15/2017  
**TIME:** 10:00 AM– 1:00 PM  
**LOCATION:** FDR  
**PRESENTER:** Sandy Figueroa

**TITLE:** Team-Based Learning

This interactive workshop will introduce the participants to Team-Based Learning by engaging them in the seven essentials of the teaching methodology. They will learn to form groups effectively, engage in an opening activity geared to review material that they covered for a homework assignment, and work on a collaborative project.

**DATE:** 10/13/2017  
**TIME:** 9:30 AM– 12:30 PM  
**LOCATION:** B-413  
**PRESENTER:** Lisa Tappeiner, Linda Miles, Kate Lyons, and Haruko Yamauchi

**TITLE:** What we talk about when we talk about research?

Participants will examine why and how they assign research, articulate specific skills they want students to develop through research assignments, and develop a clear understanding of the challenges students encounter during the research process. Please bring a research assignment that you use in class to this workshop to analyze and revise.

**DATE:** 11/3/2017  
**TIME:** 9:30 AM– 12:30 PM  
**LOCATION:** C-559  
**PRESENTER:** Jacqueline DiSanto

**TITLE:** Conducting Peer Observations in an Online Environment

This workshop will prepare participants to serve as an observer in an online classroom or to be observed as an online instructor. We will address key points such as environment, communication, learning objectives, and preparation.

**DATE:** 11/17/2017  
**TIME:** 9:30 AM– 12:30 PM  
**LOCATION:** B-413  
**PRESENTER:** Lisa Tappeiner, Linda Miles, Kate Lyons, and Haruko Yamauchi

**TITLE:** Research Matters: Developing Student Ownership of the Research Process

Participants will explore ways to help support students develop their own research inquiries as a means of increasing student engagement and ownership of their work. They will also examine how they communicate the reasons for research and their expectations for the skills they want students to develop through research assignments.

**DATE:** 11/30/2017  
**TIME:** 3:30 PM– 5:00 PM  
**LOCATION:** FDR  
**PRESENTERS:** Jacqueline DiSanto, Antonios Varelas, and Nelson Nuñez-Rodríguez

**TITLE:** Sharing SoTL Best Practices within the Hostos Classroom

During this 90 minute-session, faculty will share their unique pedagogical approach and what they have learned about their techniques after implementing Scholarship of Teaching and Learning (SoTL) projects in the classroom. This cohort of faculty will share their research questions and how the class intervention informs them about best ways to devise their pedagogy.
### September Professional Development Activities

#### Monday
- **9/4:** College Closed
- **9/11:** No Class Scheduled
- **9/18:** No Class Scheduled
- **9/25:** 2:00 p.m. - 4:00 p.m. Wake them Up! Engaging Students in the 21st Century Classroom (Online)

#### Tuesday
- **9/5:** No Class Scheduled
- **9/12:** 3:30 p.m. - 4:30 p.m. Blackboard Grade Center (Rodriguez) C-559
- **9/19:** No Class Scheduled
- **9/26:** 10:00 a.m. - 12:00 p.m. Assessment Tools: Creating Assignments, Safe Assignments... (Rodriguez) C-559

#### Wednesday
- **9/6:** 3:30 p.m. - 4:30 p.m. Blackboard Essentials (Rodriguez) C-559
- **9/13:** 3:30 p.m. - 5:00 p.m. Hostos Reads! Kickoff “Americanah” (Tappiener, Jones & Reyes) B-507
- **9/20:** No Class Scheduled
- **9/27:** 3:30 p.m. - 4:30 p.m. Community Reading Group - Americanah (Tappiener & Reyes) Library 213A

#### Thursday
- **9/7:** 11:00 a.m. - 12:00 p.m. Blackboard Grade Center (Rodriguez) C-559
- **9/14:** 3:30 p.m. - 4:30 p.m. ePortfolios-An Introduction (dos Santos) C-559
- **9/21:** No Class Scheduled
- **9/28:** 11:00 a.m. - 11:30 a.m. Assessment Tools: Creating Assignments, Safe Assignments... (Rodriguez) C-559

#### Friday
- **9/8:** No Class Scheduled
- **9/15:** 10:00 a.m. - 1:00 p.m. Team-Based Learning (Figueras) FDR
- **9/22:** No Class Scheduled
- **9/29:** No Class Scheduled

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**To Register Go To:** [www.hostos.cuny.edu/facultydevelopment](http://www.hostos.cuny.edu/facultydevelopment)
## Fall 2017 Professional Development Activities

**October**

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### Special Events

- **10/6**: [Event Description]
- **10/13**: [Event Description]
- **10/19**: [Event Description]
- **10/24**: [Event Description]

### Online Seminar

- **10/4**: [Seminar Description]
- **10/11**: [Seminar Description]
- **10/18**: [Seminar Description]
- **10/25**: [Seminar Description]

### Hands-On Tech

- **10/3**: [Hands-On Tech Description]
- **10/10**: [Hands-On Tech Description]
- **10/16**: [Hands-On Tech Description]
- **10/23**: [Hands-On Tech Description]

### Focus on Technology

- **10/5**: [Focus on Technology Description]
- **10/12**: [Focus on Technology Description]
- **10/19**: [Focus on Technology Description]
- **10/26**: [Focus on Technology Description]

### Mindful Conversations

- **10/9**: [Mindful Conversations Description]
- **10/16**: [Mindful Conversations Description]
- **10/23**: [Mindful Conversations Description]

### HTI

- **10/2**: [HTI Description]
- **10/10**: [HTI Description]
- **10/17**: [HTI Description]
- **10/24**: [HTI Description]

**To Register Go To:** [www.hostos.cuny.edu/ctl/](http://www.hostos.cuny.edu/ctl/)
### November

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**TO REGISTER GO TO:** [WWW.HOSTOS.CUNY.EDU/FACULTYDEVELOPMENT](WWW.HOSTOS.CUNY.EDU/FACULTYDEVELOPMENT)
### FALL 2017 PROFESSIONAL DEVELOPMENT ACTIVITIES

### D E C E M B E R

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**Special Events**

- 12/22 - 1:00 p.m. - 2:30 p.m. - Holiday Party

**Hands-On Tech**

- 12/22 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)
- 12/24 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Focus on Technology**

- 12/24 - 12/25 - 12/26 - 12/27 - 12/28 - Holiday Break

**Mindful Conversations**

- 12/24 - 12/25 - 12/26 - 12/27 - 12/28 - Holiday Break

**HTI**

- 12/24 - 12/25 - 12/26 - 12/27 - 12/28 - Holiday Break

**Online Seminar**

- 12/22 - 12/23 - 12/24 - 12/25 - 12/26 - 12/27 - 12/28 - Holiday Break

**FALL 2017 PROFESSIONAL DEVELOPMENT ACTIVITIES**

**DECEMBER**

**Monday, December 4th**

- 12/24 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Tuesday, December 5th**

- 12/25 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Wednesday, December 6th**

- 12/26 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Thursday, December 7th**

- 12/27 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Friday, December 8th**

- 12/28 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Saturday, December 9th**

- 12/29 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Sunday, December 10th**

- 12/30 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Monday, December 11th**

- 12/31 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Tuesday, December 12th**

- 1/1 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Wednesday, December 13th**

- 1/2 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Thursday, December 14th**

- 1/3 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Friday, December 15th**

- 1/4 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Saturday, December 16th**

- 1/5 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Sunday, December 17th**

- 1/6 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Monday, December 18th**

- 1/7 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Tuesday, December 19th**

- 1/8 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Wednesday, December 20th**

- 1/9 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Thursday, December 21st**

- 1/10 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Friday, December 22nd**

- 1/11 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Saturday, December 23rd**

- 1/12 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Sunday, December 24th**

- 1/13 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Monday, December 25th**

- 1/14 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Tuesday, December 26th**

- 1/15 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Wednesday, December 27th**

- 1/16 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Thursday, December 28th**

- 1/17 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Friday, December 29th**

- 1/18 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Saturday, December 30th**

- 1/19 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Sunday, December 31st**

- 1/20 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Monday, January 1st**

- 1/21 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Tuesday, January 2nd**

- 1/22 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Wednesday, January 3rd**

- 1/23 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Thursday, January 4th**

- 1/24 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Friday, January 5th**

- 1/25 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Saturday, January 6th**

- 1/26 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)

**Sunday, January 7th**

- 1/27 - 2:00 p.m. - Tech 2.0 "Learning with Your Eyes Closed" (Hands-On Activity)