Writing your Syllabus!
Setting the Stage for Success!

Dr. Mara Fulmer
Faculty Director, Center for Teaching & Learning, & Professor/Art & Design, Mott Community College
It's in the syllabus.
Why you should care!

- Sets the tone of the class for the semester.
- Stop answering same questions over and over.
- Sets the stage for future interactions between you and your students.
- Tells students about the course, and why they should care!
- Gives students clear guidelines for success!
Make a good first impression!

- Syllabus is your first real communication (in writing) with student.
- It says something about you. But what?
  - Boring?
  - Confused?
  - No interest in teaching?
  - This class will be interesting! I can’t wait to share it with you!
US History II (1877-present)  Spring 2011
Dr. Teresa Hansen
Sulliv 327-B, x8688
t.hansen@ucsc.edu

Course Description and Objectives:
In this course, we explore the history of the United States since the end of the Civil War and Reconstruction. You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources, setting events, documents and people in their historical contexts; and crafting interpretations and historical narratives from the "raw materials" of the past. In this course, you should expect to do much more than memorize facts or dates — you will be busy actively doing history, not passively learning about history. The course will also cover relevant aspects of the US and Massachusetts state constitutions, in accordance with MA General Laws, Chapter 73, Section 2A and fulfill the college's "Constitutional" requirements.

Required Texts:
David Emory Shi and Holly Mayes, For the Record, A Documentary History of America From Reconstruction through Contemporary Times, 4th ed. (WW Norton), ISBN: 978-0393934045

Course Requirements:
This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb at least one textbook chapter each week, plus additional readings or documents, and write the equivalent of 30 pages over the course term. You will need to put in consistent effort during the whole semester. You will need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption. Learning is not a spectator sport. To take advantage of multiple learning styles, and to help create a community of learning in this classroom, I will assess your learning in several different ways:

- Attendance and Daily Work 20%
  I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion to be lively, respectful, and substantive, and that you will have that day's assigned reading before class. There is no such thing as an "excused" absence — you are either in class or not. Daily Work may include pop quizzes, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.

- Exams 30%
  We will have 4 closed-book tests. The last test will take place during the final exam period but will be the equivalent of the other three exams (not a cumulative final). Your lowest score is dropped. There are no makeup exams.

  You will note that half of your grade involves showing up prepared in class, participating intelligently, and making at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

- Document Responses 30% (2 double-spaced pages)
  You may turn in one of these each week on Fridays. They are short papers analyzing, responding to, or connecting a document from For the Record with our textbook or to a larger issue theme/current event in American history. These are not opinion pieces, but rather brief works of historical analysis in considering primary sources as "raw material" of history. You can skip one week, since there are 11 possible Fridays. They should be thoroughly proofread for correct grammar and spelling, and should contain a correct footnote to the original document. They need to be turned in DURING CLASS or uploaded to Digital Dropbox BEFORE CLASS TIME on Friday. There are NO makeup or late work accepted on these short papers.

- Projects 20%
  You will do two projects of your own original work, each of which involves planning ahead, well-crafted, historically informed writing. For the first project, you will compare two documents in the For the Record reader, and then write a paper that develops an evidence-based historical argument. For the second project, you will then and improve a student-made packet of sources for studying a more recent event in American history. Each of these projects is worth 10% of your final grade.

Your grade will be determined this way:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Daily Work</td>
<td>20%</td>
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<tr>
<td>Exams</td>
<td>40%</td>
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<tr>
<td>Document Responses</td>
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<tr>
<td>Projects</td>
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<td>History New Project</td>
<td>10%</td>
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All of the course information and materials is available online in TWO places: on Blackboard, and on a public blog. That way, if Blackboard is down, our work goes on. You should bookmark the blog's URL (http://www.tonahansen.com/wsc/us2), subscribe to its RSS feed, and add its Google calendar to your own to keep track of due dates.

1 MA General Laws, Chapter 73, Section 2A

In all state colleges the constitutions of the United States and of the Commonwealth shall be taught as required subjects for the purpose of giving the student, promptly and substantially, the true nature of government and of school teaching.
In this course, we explore US history since the end of the Civil War & Reconstruction. You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, sectional rivalries, civil wars, Reconstruction, and the New Deal. You will also learn about the role of the federal and state governments in the regulation of the economy and society, as well as the changing role of technology and industry in shaping American life. The course will also provide opportunities to develop critical thinking skills and to engage with primary source materials. Students will be required to complete a research project and to write a final exam. Required texts: *Experience History: Interpreting America's Past* by David McClear and *Contemporary Times* by *W.W. Norton*.
**What is Composition?**

**Personal Narrative, Research, Descriptive, On-Demand**

Writing is a skill that you need the rest of your life. There will be no ESCAPING it—sending e-mails, text, essay exams, memos, and more. In this course, you will write, read, and revise. The major difference in this course is that you will receive feedback on your writing.

You will discover the inherent power that you, as a writer, possess and learn how to harness it to improve your writing. You are expected to bring your writing to a level that it is polished and publishable. You will then share your writing throughout the writing process with the community of writers in class. Also, you will receive and give thoughtful and critical critiques about your writing and your peers.

The ability to read critically is a skill that you will learn. This helps you to become a more thoughtful and deeper reader of your own work. You will also learn how to make an agenda of your own. You will learn to the differences between revision, editing, and proofreading.

**What is a good deal of writing?** An author, in full control of the topics and process.

**Course Objectives...**

- This course will give students the knowledge and skills necessary to succeed in college and beyond.
- Give students the opportunity to practice formal, narrative, and descriptive writing.
- Develop writing skills from the bottom of an idea to a fully developed, well-written, and grammatically correct final product.
- Understand how to become an efficient and effective reader and writer of writing in order to improve their critical and analytical skills.
- Students will discover their own unique voice and understand how to apply it to their writing.
- Utilize the library and the Internet to integrate into research papers.
- Students will develop an understanding of the level of writing that they do and their level of expertise in that area.

**Academic Support...**

Plymouth State University is committed to providing students with disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office (535-2770) to determine whether you are eligible for such accommodations. Academic accommodations are available for students with disabilities who have been determined eligible and registered with the PASS Office. If you have a disability, give us a copy.
Definitions belong to the definer not the defined.

---Toni Morrison---

Course Information:
This course has a blog component:
http://fai2011-outsiders.wordpress.com/. All handouts, product descriptions and more are found there; including how to assign your grades. I am attempting to go paperless or possible. It would be in your best interest to check this frequently.

Late Paper Policy:
Simply written, late papers are not accepted. If a class is dropped on the way to class and you do not have your writing, you will be asked to leave. The missed day will count as an unexcused absence. Papers not based on the class will receive a zero (0).

A Quick Note About Excerpts:
Computer-related excuses are not accepted. Always back up your work and in case something happens, you will have a note on your file. You will have a zero (0) for a class with posted notes and a zero (0) for a class with something to print.

Participation:
This course requires that you read the class and if necessary discuss it. I will work hard to foster an environment of healthy intellectual dialogue, and I expect you to make the same effort.

Course Details:

Directions: Self & Society

This course examines the ways in which humans are both social and individual. Literature has highlighted, debated, and explored the relationship between the individual and society, the impact of the individual on society and that society on the development of individual identity, behavior, and the formation of ideas. Each brief, in-class assignment will be to examine self participation. Assignments may include reading, writing, group work, a summary, drawing, or a discussion role. These brief, in-class assignments serve several instructional purposes, some of which include: checking for understanding, on-going dialogue between members of the course, and analysis and application of course material. Participation assignments may not be handed in as absences.

Personal Reading Narrative:
Early in the semester, you will write a narrative in which you reflect on the experiences, identities, and situations that have been given to you as a whole person from the time you were born. This essay, approximately 1,500 words in length, will serve to answer any questions about class and ideas to build a classroom community.

Required Texts:
American Born Chinese, Gene Luen Yang
Rosin, Emma Dugan

Course Requirements:

Collaborative Blog Project:
The group blog project asks students to work together to create and maintain a blog in the spring. This project is designed to give you practical experience in the skills necessary to be successful producers of online content.

With your group blog, you will focus on a specific topic, and the blog may be an essay, related to this, or the group's choosing.

The group blog will be a major time investment, and the project will be completed if you fail to complete the required guidelines for all blog posts to be held on the last minute.

The first two choices are as follows:

1. The Book Thief, Zink
2. Oprah's World: DVD, Anderson
3. Water for Elephants, Green
4. Midnight, Stetson

The groups will consist of four people, and each will be responsible for two items:

1. Individual work
2. Creation of an original blog

Also, each member will have a specific role:

1. Managing Editor
2. Content/Copy Editor
3. Visual/Layout Editor
4. Promotional Editor

There are additional requirements, including weekly blog guidelines, which vary in length and style, and more about you and your course blog.

Essential Questions:

1. Who is an Outsider? Who decides? What defines an Outsider?
2. What does it mean to be an Outsider?
3. What is a different way of being in the world?
4. What is the process of determining a different way of being in the world?
5. What is the process of determining an Outsider?
Course Description and Objectives

In this course, we explore US history since the end of the Civil War & Reconstruction. You will study broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, shifts of power and prestige, popular culture, modernity, and rights movements. You will also develop the ability to think historically through school analysis of primary and secondary sources; set events, documents and people in their historical contexts, and craft interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively doing history, not passively learning about history.

Since it fulfills your "Constitutional" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the commonwealth shall be taught as required subjects for the purpose of informing the students, morally, and intellectually, for the duties of citizenship and of school teaching."

What's in this syllabus

- How to take this course: 2
- Course Requirements: 2
- Grading Scale & Syllabus: 3
- Student Learning Outcomes: 4
- SkillBuilder Guidelines: 4
- Policies and Resources: 5

What do you need to know for this course?

- You need to be comfortable with basic computer skills.
- You need to have access to an email account.
- You need to be able to use word processing software.

Help & Resources

- If you are feeling lost or overwhelmed...
  1. Speak up in class. You may not be the only person with the same concern, and we all benefit from working questions out together.
  2. Make an appointment with me. You are welcome to email or sign up for an appointment to meet during my office hours, or better yet, just drop in. Many questions and issues can be easily resolved this way.
  3. Consult appropriate online resources. I've listed some useful online resources, including a study site, an online textbook, and a writing handbook.
  4. Get to know the Reference Desk. Our library staff is eager to help guide your research and to assist you in your library's printed and online resources.
  5. Use the Writing Center. The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. It's located in Silliman 304, ext. 8112.
  6. Meet with the History Department Tutor. Civil War is a great teaching tool, and tutoring hours are available to help students in history class. Sign up at the Secretary's desk in Silliman 312, and bring your textbook with you to the tutoring session.
  7. Visit the Academic Success Center. Some students benefit from tutoring or one-on-one interaction. The Academic Success Center offers free tutoring in many subjects, including history, and can help you with general study, note-taking, or textbook reading strategies. They are located in Adams 150, phone 8119.

Aemodations

- If you have a documented disability (learning or otherwise), and need a reasonable accommodation made for you in this course, please consult the immediately at the outset of the course so we can design a solution that will help you be successful in this course.
This course provides an overview of biological anthropology, using the evolution of Homo sapiens as a model for discussing the myriad of topics within the subdiscipline. We will survey how the field synthesizes the biological & cultural processes at work in shaping human adaptation, past & present.

As part of the University’s Green Initiative, all readings for the class are available on Concourse, as are all PowerPoint lectures and handouts. Your grades will likewise appear on Concourse as materials are completed.

The topics below usually cover several class periods. Dates are not specifically assigned per topic, to permit you to gauge the depth of discussion. However, exam dates are set and will encompass the material covered up to that point. These dates will not change.

COURSE OBJECTIVES

- Using primate evolution to Homo sapiens as a model to explore the subfields of biological anthropology;
- Exploration of our evolution by means of natural selection using a form/function/adaptation approach;
- Learning how to build models to understand our evolution, and our place in the natural world;
- Review of major hominin fossil finds;
- Development of a critical approach to the analysis of anthropology in the professional and popular press.

Readings

All required readings appear together in Concourse, in a folder using the headings listed below. The articles provide a mix of material from the popular press (Scientific American, Discover, etc.) and professional literature (Science, American Journal of Physical Anthropology, etc.). The “extra” folders are readings with further information for those interested in the topic (historic pieces, recent publications, articles you identify during the semester). You will not be responsible for these “extras” on your exams.

BIWEEKLY ARTICLE REVIEWS

Every other Friday (beginning September 22nd) you will be responsible for an article published in the popular press or scientific literature dealing with some aspect of the topics covered in class. The article must be of substantial detail and must be current (published during the previous month). In addition, approximately 5 people will be asked to discuss their articles – each student must participate at least twice during the semester. Late articles will not be accepted. You will be expected to post a summary for each article on the “Introduction” folder on Concourse before coming to class on Friday(s).

Also, there is a handout with the required format for each review in the “Introduction” folder on Concourse – please use this format for each assignment.

The articles must be:
1. of sufficient length (at least 2 pages long, without large print, ads, large spaces between paragraphs, etc.);
2. from reliable sources (not blogs – although there are several excellent blogs in anthropology, this assignment does not include these sources);
3. published in the past month. “Early View” versions of journal articles are acceptable;
4. well summarized by you, with clear biases outlined (there are always biases). Also, be sure to summarize in your own words, do not plagiarize (your reviews will be checked on Turnitin.com on occasion). More on plagiarism below;
5. clearly applicable to the topics on your syllabus. Don’t stretch the bounds, there’s plenty to choose from already.

** You may use posts (of sufficient quality/detail and within the allotted time frame) found on the BioAnthropology News page – however, if you summarize an article that has not yet appeared there, you will get 1 point extra credit (per assignment) for searching out an original source.

Full reference: Be sure to provide complete bibliographic information and URL (if applicable) for your article.

Direct link: Make sure the URL links directly to your article. If I cannot read the article (incomplete URL, redirected URL, etc.), I will not grade your summary and you’ll lose all 10 pts.

Substance: If the article is too short, you lose 3 pts. There needs to be enough information in the article you select to properly answer the questions required.

Main points: Regarding the main points of the work, do not let them vorvomit from the article (even if you use quotation marks).

Synthesize: Put the information in your own words, utilize information from class and readings.

Bias: Consider aspects such as sample size, composition, social/religious implications of the questions being asked, length of study, equipment used, assumptions, etc.

Language: Be sure to use proper Linnaean classification, and avoid “chattiness” (this isn’t an email, write accordingly).
ADD DUE DATES TO YOUR CALENDAR

PROJECT 1
PROJECT 2, PART 2
PROJECT 2, FINAL
PROJECT 3
COMPANY DUE
PRESENTATION
MIDTERM ASSESSMENT
FINAL ASSESSMENT
LAST DAY FOR WORK TURN IN

WEEKLY BLOG AND SELF ASSESSMENT REMINDER
To remind your self of these weekly assignments, add this to your calendar. Be sure to change the repeat to occur weekly until December 10.

QUESTIONS OR PROBLEMS
This code will add my contact info to your phone so you don't need to look it up. Please get in touch with me if you need clarification on any assignments or are having any problems.

http://zxing.appspot.com/generator/
Tools you can use

- Microsoft Word
  - Mac & PC
  - Templates
  - Familiar to you!
- Publisher
  - PC only
  - Flexible layouts
  - Templates
- Pages
  - Mac only
  - Flexible layouts
  - Templates
Think about design & tone

Keep it simple and clean, highlight what is most important.
What to highlight:

- What is most important for students to know?
- What are the most common questions? *(if you’ve taught this class - or similar - classes before.)*
- What seems to confuse students most?
Design and Tone

- Design is about expressing your message with layout, type and image.
- Use visuals to support student understanding of grades.
- Stay positive! Use a supportive voice! (Save the authoritative voice for some of the “boilerplate” information.)
- Express positive expectations for a successful semester. A student-instructor partnership?
Getting it organized

A hierarchy of information
What should be included:

- Course Title
  *with Prefix/Course number/section*
- Credits/contact hours
- Pre-requisites
- Meeting times
- Description (preferably catalog)
- Learning Objectives
- Attendance Policies
What should be included: (continued)

- Book requirements/options (including Title, author, publisher, edition, ISBN)
- Equipment and supply requirements
- General Description of course
- Instructor information
  - Name
  - Office location & hours
  - Contact information
Introducing... The Syllabus!

This is a syllabus. It’s meant to provide you with guidance on what to expect in this course. But what does that really mean? Well, let me start by reassuring you that my purpose here is to help you make your time in this course a valuable, challenging and fulfilling learning experience. And this syllabus provides the framework for how we will go about it... Now, first things first...

Catalog Description:
The focus of this course is primarily on the examination of the graphic arts as occupational tools and in preparation for career development in various related fields. The student will develop a critical strategy for self-promotion, including (but not limited to) logo design, stationary, and a self-promotional ad campaign. Legal, copyright, and business practices will be discussed.

PRE-REQUISITES:
Placement into ENGL-190 (ACSR-105), or completion of ENGL-205, or ACCL-206. Must be completed prior to taking this course.

INSTRUCTOR INFO
Dr. Mara Jeyver Pilfer, MFA, MA
Professor in Graphic Design, Faculty Director for the Center for Teaching & Learning
Office: 310.155.2301
Cell: 310.155.2302
Email: mjpilfer@gmail.com

OFFICE HOURS:
M–F: 2–3 p.m. and/or by appointment.

INSTRUCTOR'S PERSONAL WEBSITES:
www.larkspurwebdesign.com
www.rockcreekart.org
www.marafulmer.com

Establishing Relationships, Building Trust
When you are an exhibitor at a competition or a professional, the first impression you make will determine whether someone will take the time to learn more about your work. When you meet another exhibitor or professional, your initial contact is often the beginning of a journey. It is important to remember that the learning process is ongoing, and that people are always looking to expand their knowledge and improve their skills. As a graphic designer, you must be prepared to take the initiative and be open to new ideas and experiences. When you introduce yourself to another exhibitor or professional, it is important to have a clear understanding of your own work and the role it plays in the overall mission of the event. It is also important to be able to communicate effectively and be able to engage in meaningful conversations.

Activity Highlights:
1. Graphic Design Professional Orientation
2. AIGA/LA Portfolio Challenge 2017
3. Internship
4. Job Search
5. Design/Portfolio Self-Promotion

Materials List:
In addition to the basic equipment provided, you will need a digital camera, a scanner, and a computer with appropriate software. You will also need a set of design tools and supplies, including pens, pencils, rulers, and other drawing materials. You will need to have access to a computer with internet access, as well as a printer for producing hard copies of your work. You will also need to have access to a graphic design software program, such as Adobe Photoshop or Illustrator.

Required Textbooks:
5. The Elements of Typographic Style, 2nd ed. by W.A. Dwiggins, 2000

Recommended Textbooks:
What should be included: (continued)

- Assignments & Activities
  (what they are and how they should be submitted)
- Grading Guidelines & Policies (be specific!)
  (This helps deans when any issues arise.)
- Relevant Classroom Policies
  (safety, cell phones, etc.)
- Class organization
  (group projects, work in class, presentations, lectures, field trips?)
- Course Calendar
Assignments

THE CONTRACTUAL SIDE

Project 1 - Phase 1: Discovery View, Value: 100 Pts.

Project 1 - Phase 2: 2-Location, Value: 100 Pts.


Project 4 - Phase 3: Implementation - Web Design, Value: 120 Pts.

CAREER EXPLORATION

Preparation for the Job Market Project 1 - Phase 1: 100 Pts.

Preparation for the Job Market Project 2: 100 Pts.

Individual Assignments

Design Assignments: Grading Rubric

Semester Grading:

What Does an “A” Mean?

Writing Assignments

OTHER IMPORTANT Grading Info:

Grace Period & Late Policies

Remember That This is a “No-Fear” Zone!
Readings for Discussion

Below are the five readings we would like you to read this week. We will be using these to spark discussions throughout the semester. You will choose 1 or 2 readings from each group to present to the class, and provide a summary. We will be using random draw to pick your presentations. When you do, please be sure to inform me which readings you are planning to read. Feel free to discuss further with your classmates.

GROUP 1: PLACEMENT & GRAPHIC DESIGN

Bolts of the Olympia—"worst practice" in design
http://www.aall.org/graphics/design/bolts.pdf
Deas John Williams have no empathy?

GROUP 2: ETHICS & GRAPHIC DESIGN

The Code of Fair Practice for the Graphic Communications Industry, 1960
The Code of Professional Practice for the Graphic Communications Industry, 2010

GROUP 3: CAREER ADVICE FOR NEW GRAPHIC DESIGNERS

17 Design Proe Oltg Their Best Career Advice
26 Things Young Designers Need to Know
Dr. E. J. Banfield, December 11, 2011

GROUP 4: FINDING YOUR CREATIVITY AGAIN

Stefan Sagmeister: Don’t Take Creativity For Granted, November 27, 2010
http://www.youtube.com/watch?v=IFt80i9r7k

GROUP 5: GETTING READY TO WORK

Proving Your Design Portfolio: Making Your Work Sing, July 4, 2010
http://www.hardtackdesign.com/design-proe-o26/proofing-your-design-portfolio-making-your-work-sing/
How To Build A World-Class Design Portfolio
Ron Refsland, October 18, 2012
http://www.hardtackdesign.com/design-proe-o26/how-to-build-a-world-class-design-portfolio/
Leading Designers At Square, Dropbox, And Flipboard
On How To Land A Dream Job
Ron Refsland, February 4, 2013
http://www.hardtackdesign.com/design-proe-o26/leading-designers-at-square-dropbox-and-flipboard-on-how-to-land-a-dream-job/

GROUP 6: SUMMER BREAK - MARCH 13-17, 2017

WEEK 9 - MARCH 22, 2017
Projects 5 - Final Promotional Design Critique
Projects 7 - Resume & Letters re-contextual
Preparation for AIGA Portfolio Day
Projects 8 - Traditional Portfolio due
Projects 10 - Digital Portfolio due

Saratoga - MARCH 25, 2017
AIGA PORTFOLIO DAY & SVSU! Attendance Required!

WEEK 10 - APRIL 5, 2017
Projects 7 - Resumes and letters due
Reflections on AIGA Portfolio Day
Projects 9 - Midterm exam

WEEK 11 - APRIL 12, 2017
Projects 8 - Contract materials due
Readings/Discussions A & due on FB by Friday

WEEK 12 - APRIL 19, 2017
Projects 8 - Contract materials due

WEEK 13 - APRIL 26, 2017
Projects 9 - 10 - updated versions due
In-class portfolio presentations and rehearsals
Last chance for project revisions

WEEK 14 - MAY 3, 2017
TRANING/PORTFOLIO REVIEWS

WEEK 15 - MAY 3, 2017
Meetings for Individual Reviews with instructor.
Make appointment to assure your time.
What should be included: (continued)

- Title IX: Support for Pregnant and Parenting Students
- Attendance: Title IV Funding Eligibility
- Disability Services

See additional handouts for specific language.
What should be included: (continued)

- Academic Integrity Policy
- Mott Care Team
- School Closings info
- A Grading Scale
- Withdrawal/Drop College Policy
- Incompletes
- Student Conduct
- Use of Technology
- Attendance and Tardiness Policies
Both college and course policies should be included here.
Final thoughts…

- Keep information clear, easy to find.
- Never assume.
- Make it your own! Show your personality!
- Don’t be afraid to try something new!
We’re here to help!

Dr. Mara Jevera Fulmer, Faculty Director/CTL
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