University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

Course Revision (*include course description & former and new syllabus)*  Grade Basis

Contact Hour Change and or Credit Change  Repeatability Change

Diversity Option  Other: Course description

General Education Option

area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): English 161

**Current Course Title**: English for International Students

**Sponsor(s)**: Susan Huss-Lederman & Trudi Witonsky

**Department(s):** Languages & Literatures

**College(s):**

**List all programs that are affected by this change:**

**UWW-Intensive English Program/1st Year English Sequence**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA  Yes  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

***FROM: English for International Students***

***3 credits***

***Concurrent enrollment in English 091***

Principles of written composition adapted to individual foreign students. Includes intensive drill in grammar and mechanics. Also involves individual practice in spoken English. Required of all students whose first language is not English. This course is comparable to and satisfies the English 101 University Proficiency Requirement.

***TO: Advanced Academic Reading in ESL***

***4 credits***

***(drop the concurrent enrollment in English 091 requirement)***

Development of critical thinking skills in reading and ability to express complex, academic arguments for participation in university courses. Students must pass this course with a C- or better to exit the IEP. This course satisfies the English 101 University Proficiency Requirement.

## Justification for action

English 161 has been changed to reflect 1) its inclusion in the IEP Bridge Level and 2) changes in the goals and objective for the 1st year English sequence (English 101 and 102). In addition, the focus of English 161 will be shifted to support the development of advanced academic reading skills more directly, with English 162 providing a sharper focus on academic writing within English as a Second Language. Since English 161 and English 162 are considered the equivalent of English 101 and 102, the course objectives for English 161 and 162 should be commensurate with them. In addition, concurrent enrollment in English 091 is being eliminated in the course revision. Instead, students will have increased contact with the course instructor, supported by two (2) hours of mandatory supplemental instruction.

1. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

**English 161**

**English for International Students**

Fall 2012

MWF, 8:50 - 9:40 am

Heide Hall 212

*Instructor:* Ellen Titzkowski Boldt

*Office:* Heide Hall 304 D / Laurentide Hall 3106

*Office Hours:* MW 1:30-3 pm; 12:30-1:30 pm & other times by appointment

*Office Phone:* (262) 472-1064

*Email:* boldte@uww.edu

**Required** **Texts**:

Available For **Purchase in the Bookstore**:

Lahiri, Jhumpa. *The Namesake: A Novel.* Publisher: Mariner Books (2004).

ISBN-10: 0618485228 ISBN-13: 978-0618485222

To be Provided **by the Instructor:**

Various articles (available online, via D2L or to be handed out in class)

**Recommended** **Texts**:

A college dictionary (English only) A thesaurus

**Course Description**: English for International Students introduces the principles of written composition adapted to individual foreign students and includes intensive drill in grammar and mechanics. The course provides individual and group practice in the reading, writing, speaking and listening skills in English. This course is required for all students whose first language is not English and is comparable to and satisfies the English 101 University Proficiency Requirement. STUDENTS ENROLLING IN ENGLISH 161 ARE ALSO REQUIRED TO ENROLL IN ENGLISH 91-02.

**Course** **Objectives**:

By the end of this course, students will:

1. understand the importance of various elements and critical approaches to reading academic and non-academic texts, as well as literature;
2. demonstrate a sophisticated writing style, comprised of strong thinking, a strong voice, and more than mere functional literacy, and which may employ one or more writing strategies in response to their readings;
3. identify relationships between assigned readings and other academic courses, as well as make connections between literature and daily living, not only thematically, but also within the critical, analytical and creative processes;
4. speak both formally and extemporaneously, develop realistic goals for pronunciation, and understand the need for structural accuracy with regard to grammatical, lexical and phonological details;
5. comprehend main ideas and important details of authentic listening materials, such as lectures, presentations and films.

My role as an instructor is to help you navigate the content of this course in a supportive environment, while also helping you discover contemporary English-language texts and develop as a writer. Everyone has different learning strategies and I will try to appeal to a wide range of learning styles, so it is important to let me know if you experience difficulties or successes (via email or in person) with the material. I look forward to making this course a rewarding experience for all and **communication** will be the key to our success.

**Attendance**:

Regular attendance is mandatory for this class. However, you are allowed **three (3) absences per semester** (the equivalent of one week of class) without further penalty. The three absences may, for example, be incurred because of illnesses or personal business.

**Each additional absence** will result in a **two percent (2%) deduction** from the **final grade percentage**. Religious holidays are exempt from this policy, but you must make arrangements for your absence with me **ahead of time**. In all cases of absence, it is entirely your responsibility and duty to hand in assignments ON TIME, find out about new homework assignments and future class preparation. Finally, please note that coming to class in itself is not considered evidence of good “class participation,” but rather you must take a more active role to facilitate your own learning.

**Assessment**: Student progress is assessed in all four modalities of language use--listening, speaking, reading, and writing--and using a range of assessment tools.

A. Preparation and Participation (20%):

**Class preparation** is a crucial part of every language course, and it is also easier to contribute when you are prepared. Moreover, note that “the UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework.” This means that you are expected to devote **at least six and a half (6.5) hours a week** to this course outside of class time. Do not complete homework assignments (especially readings!) minutes before class either. You need to invest the necessary time and effort to get the results you want and to be able to contribute to the class discussion. Take your time and prepare thoroughly before class. If necessary, I reserve the right to give additional pop quizzes to check how well you prepared for class.

**Class participation** is an essential foundation for learning a language. The evaluation of class participation is based on several explicit criteria including preparedness and the ability to make valuable contributions to the course. Valuable contributions are, among others, volunteering relevant information, asking questions whose answers benefit the group at large, the ability to provide intelligent answers to the instructor’s and peers’ questions, the ability to engage in productive group and pair work, the ability to provide useful feedback to peers (e.g. during group work), and the contribution of relevant personal experiences and observations. Consistent and constructive class participation will not only boost your grade, but help you 1) build confidence in using academic English, 2) experience the complex relationship between content and form, 3) use the language creatively to communicate as you are able, 4) negotiate a balance between accuracy, fluency, complexity, comprehensibility, appropriateness and meaning, and 5) get valuable feedback from the instructor regarding areas that require additional attention on your part.

Your class participation grade will be based on whether your daily contributions to class have met the following criteria:

|  |  |
| --- | --- |
| Grade | Criteria |
| Enlarging  A | always well-prepared  always is attentive, eager to volunteer and ask questions  always tries to uses linguistically and academically appropriate language  always makes the most of each exercise or discussion  shows real resourcefulness and imagination when using the language  always responds to and engages classmates in a respectful manner  remains critical and open-minded toward target and native culture |
| Contributing  B | usually well-prepared  usually is attentive, volunteers occasionally and asks questions  usually tries to use linguistically and academically appropriate language  usually makes the most of each exercise or discussion  completes exercises with some imagination and resourcefulness  makes some effort to engage fellow students  shows some development of cultural sensitivity |
| Active  C | adequately prepared and attentive  occasionally needs to be reminded to use appropriate language  responds to direct questions and completes exercises with minimal imagination  does not engage classmates beyond the minimum requirements for an assignment |
| Present  D | usually unprepared and unable to answer direct questions  makes little effort to participate in discussions or complete exercises  pays little attention to discussion or disrupts  rarely tries to use linguistically and academically appropriate language |
| Absent  F | makes no contribution to class whatsoever (physically or mentally) whether in class or not |

As advanced learners of English, it is essential to maintain a sustained and consistent level of preparation in order to 1) practice and improve accuracy of vocabulary and grammatical forms (especially in writing activities) and 2) to engage in more extensive language activities outside of class (i.e. reading comprehension, listening comprehension, writing tasks) which will ensure continue success and improvement in class and beyond. **Daily assignments are posted on the course syllabus and D2L website,** which consist of readings and exercises to prepare, as well as pre-reading/listening, post-reading/listening, and vocabulary exercises.

As part of your course preparation to improve your writing and speaking, **you are REQUIRED to meet with a Writing Center tutor for a minimum of 1 hour per week as either part of this course or English 091**. You do not need to do an hour per class. I will be requesting reports from the tutor[s] and your attendance will be count as completion grades as part of your “Preparation and Participation” grade. You may use the time with tutors to go over writing tasks for any of your classes and/or practice your conversational English skills.

Terilyn Heling [ [HelingTM26@uww.edu](mailto:HelingTM26@uww.edu) ] is the tutor who will be assisting our class this semester.

B. Writing Tasks (30%):

There will be several opportunities for students to improve their sophistication in written English, as well as become more familiar with specific genre conventions in this course. There will be graded writing assignments over the course of the semester and some short response papers for homework or in-class activities. All essays should have 1” margins and should be typed, **double-spaced** with 12 pt Times New Roman font on 8 ½ x 11 inch paper. Include your name, the course number, my name and the date in the upper left hand corner of your first page. Then on the next line, center your title and begin the body of your composition on the next line. Number each page (except the title page), and staple or clip the pages together. Your first version should be your very best attempt and should not be considered merely a “draft.” I will make comments and return it to you for final revision, which you will resubmit. The final grade for each of these essays will be determined by the quality of your revisions (including content, grammar and mechanics) and the final version itself. Your grade will hopefully go up based on your revisions, but a higher grade is not automatic. If you do not turn in a revision, your grade will be lowered. Writing is a multi-step process and you need to demonstrate you are using that process for proper revision. It is expected that all papers will be computer generated to enable frequent revision, editing and proofreading, however certain writing assignments will not have multiple drafts.

C. Presentations (15%):

In addition to active class participation, you will have two graded presentations. The tasks will be modeled and described in detail by the instructor and you will have time to prepare. These presentations will be graded on content, interaction, and language use (including fluency).

D. Discussion Leader (15%):

As part of developing speaking and analytical abilities, each student will be responsible (at least once, perhaps more often) for leading the discussion on a particular reading assignment. The student must read the text carefully, identify important themes, patterns and structures, important vocabulary and of course generate discussion questions. In addition, the discussion leader needs to think about how to start and conduct the discussion of the text in class to get everyone else started. Remember that you are guiding the discussion, not giving a presentation or report on the reading. Your job is to make sure others discuss the important topics and themes. You may meet with me before leading the discussion to go over questions and ideas. I’m happy to help.

E. Final Paper (20%):

The final paper will be in response to the novel we are reading (*The Namesake)* and will demonstrate your ability to write a longer paper (literary analysis), which focuses on a prominent theme in the novel, while also demonstrating the advanced writing and critical thought skills we have developed during this course. This paper will have multiple drafts.

Late Work and Make-up Exams: Assignments must be handed in on time. I will not accept late work, unless I have been informed in advance of special circumstances or because of illness verified by a doctor’s note, etc. Missed assessments count as 0%. Please plan accordingly.

Grade Distribution:

Participation/Preparation = 20%

Writing Tasks = 30%

Presentation = 15%

Discussion Leader = 15%

Final Paper = 20%

Grading Scale: A = 100 – 93% A– = 92 – 90%,

B+ = 89 – 87% B = 86 – 83% B– = 82 – 80%,

C+ = 79 – 77% C = 76 – 73% C– = 72 – 70%,

D+ = 69 – 67% D = 66 – 63% D– = 62 – 60%

F = 59 – 0%

Office Hours: ***Mon. and Wed.: 1:30-3:00 pm, Fri.: 12:30-1:30 pm, and other times by appointment.***

If you have questions regarding any material covered in class, as well as my comments on your papers or on other assessments, do not hesitate to visit me during my office hours. If possible, please let me know in advance if you plan to come. If you have scheduling conflicts, I am more than willing to make an appointment for you at another time. I strongly encourage you to meet with me to discuss progress on your writing assignments, presentations, readings and especially as you work on your final paper. In addition, there are tutors available in the writing center to help you. Please take advantage of the help available!

Academic Integrity: Academic integrity and honesty are critical values at UW-Whitewater. Adopting such integrity enriches your education and demonstrates the kind of person you are. More importantly, committing academic misconduct has serious penalties and could get you suspended or expelled from all schools in the UW System.

According to the UW System Academic Misconduct code, the following behaviors constitute academic misconduct:

* seeking to claim credit for the work/efforts of another without authorization/citation = **plagiarism**,
* using unauthorized materials or fabricated data in any academic exercise,
* forging or falsifying academic documents or records,
* impeding or damaging the academic work of others,
* engaging in conduct aimed at making false representation of a student’s academic performance,
* assisting other students in any of these acts.

If, in any written work, you represent as your own any wording, opinions, or information that are actually attributable to someone else, you are committing plagiarism. Plagiarism is a serious offense, for which you may receive a failing grade (0=F) for the assignment, be assigned extra work, fail the course, or even be dropped from the course without a grade. You are responsible for your own academic integrity and what constitutes plagiarism; ignorance or “I didn’t know” is not an excuse. If you’re not sure about something, ask a faculty member. ([http://library.uww.edu/guides/Avoiding Academic Misconduct handout.doc](http://library.uww.edu/guides/Avoiding%20Academic%20Misconduct%20handout.doc))

*NOTE: For the purposes of this course, submitting written work generated by using an online translator is considered academic misconduct. Online dictionaries are suitable references, but writing in your native language, copying it into a translator and submitting it as your own work is not demonstrative of your written capabilities or what you have learned in the course. In addition, these translators ARE NOT generally accurate.*

University Policies: Students with special needs should contact the instructor to make appropriate arrangements according to the following university directives: “The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the ‘Rights and Responsibilities’ section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the ‘Student Academic Disciplinary Procedures’ [UWS Chapter 14]; and the ‘Student Nonacademic Disciplinary Procedures’ [UWS Chapter 17]).”

Important Dates: September 17 – Last day to drop a course so that no ‘W’ grade is assigned

October 12 – Final deadline to drop a course with ‘W’ grade assigned

December 14 – Final exam period (7:45 – 9:45 am)

Semester Plan--Tentative schedule (subject to change): The “texts” and *topics* listed represent **what will be discussed that day in class**, which means you will need to prepare that text as homework beforehand. For example: On September 10, we will discuss the text “Beneath the Smooth Skin of America” by Scott Russell Sanders, which means you should read this as homework before class on Monday.

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| --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Monday** | **Wednesday** | **Friday** |
| 1 | Sept.  3 – 7 | ***Labor Day***  ***(NO CLASSES)*** | *Introduction to course* | *Introduction to course*  **Language Background due** |
| 2 | Sept.  10 – 14 | **Diagnostic Writing Task due**  *Text:* “Beneath the Smooth Skin of America”  Introduce Presentation (D2L) | “Beneath the Smooth Skin of America” (continued) | *Language & Grammar:*  “R Grammar Gaffes Ruining The Language? Maybe Not” |
| 3 | Sept.  17 – 21 | **PRESENTATIONS** | **PRESENTATIONS** | **PRESENTATIONS** |
| 4 | Sept.  24 – 28 | *Text:* “Elements of Persuasion” Intro Essay #1: Persuasive Essay  Writing Workshop: Plagiarism + Documenting Web Resources | *Text*: “Millennials will benefit & suffer due to their hyperconnected lives”  (Pew Research Center Survey) | *Text*: “Millennials…(continued)”  Writing Workshop: Organization-Thesis + Topic Sentences |
| 5 | Oct.  1 – 5 | *Text:* “University Declares Week without Social Media” | *Short Story:* “Eleven”  Writing Workshop: Using Descriptive Language  **ESSAY #1 DUE** | *Short Story:* “Yurt”  Intro Essay #2: Character Analysis |
| 6 | Oct.  8 – 12 | *Short Story:* “Yurt”  Writing Workshop: Analysis + Textual Support VS. Summary | Introduce *The Namesake Reading Habits & Strategies*  Intro Discussion Leader Task | *Texts:* “My Two Lives” +  NPR interview with Jhumpa Lahiri |
| 7 | Oct.  15 –19 | *The Namesake:* Ch. 1  **ESSAY #1 REVISION DUE** | *The Namesake:* Ch. 2 | *The Namesake:* Ch. 3 |
| 8 | Oct.  22 – 26 | *The Namesake:* Ch. 4  **ESSAY #2 DUE** | *The Namesake:* Ch. 5 | *In-class writing activity*  ***MEET in LAB-HEIDE 302*** |
| 9 | Oct. 29 – Nov. 2 | *The Namesake:* Ch. 6  Intro Final Paper Requirements | *The Namesake:* Ch. 7  Writing Workshop:  Topic VS. Thesis (Argument) | *In-class writing activity*  ***MEET in LAB-HEIDE 302*** |
| 10 | Nov.  5 – 9 | *The Namesake:* Ch. 8  **ESSAY #2 REVISION DUE** | *The Namesake:* Ch. 9 | *The Namesake:* Ch. 10 |
| 11 | Nov.  12 – 16 | *The Namesake:* Ch. 11-12 | *The Namesake:* Final thoughts  Writing Workshop: Creating an Effective Thesis & Outline | *In-class writing activity*  ***MEET in LAB-HEIDE 302* DISCUSS. QUESTIONS DUE** |
| 12 | Nov.  19 – 23 | *In-class writing activity*  ***MEET in LAB-HEIDE 302*** | **FINAL PAPER OUTLINE DUE** *Thanksgiving Texts* | **No class: Thanksgiving Break** |
| 13 | Nov.  26 – 30 | Writing Workshop: Inserting Documentation and Quotes | *Individual mini-conferences on final paper* | *Individual mini-conferences on final paper* |
| 14 | Dec.  3 – 7 | *In-class writing session:*  ***MEET in LAB McGraw 19C***  *(Bring electronic copy.)* | *In-class writing session:*  ***MEET in LAB McGraw 19C***  *(Bring electronic copy.)* | **Paper Abstract Presentations**  **FINAL PAPER DRAFT DUE** |
| 15 | Dec.  10 – 14 | **Paper Abstract Presentations**  *Course wrap-up & film* | *Course wrap-up & film* | *Discussion of Film VS. Novel*  **FINAL PAPER REVISION DUE** |
| **FINAL PAPER REVISION DUE: Final Exam Session: Friday, December 14, 2012 from 7:45 – 9:45 am** | | | | |

**UNIVERSITY OF WISCONSIN-WHITEWATER**

Department of Languages and Literatures

Intensive English Program

English 161 – Course Syllabus

|  |  |
| --- | --- |
| **English 161:** Advanced Academic Reading in ESL  4 Credits  5 Instructional Hours, 2 Supplemental Instruction Hours  **Prerequisites:** Successful completion of 070 level or appropriate achievement on placement test, and/ or instructor consent  **Room:**  **Time:** | **Instructor:**  **Phone Number:**  **Email:**  **Office Hours:** |

**Course Description:** In English 161, students develop critical thinking skills and refine their abilities to express complex, academic arguments by discussing a variety of academic texts, which cross genres and prepare them for reading and participation in university courses. Students must pass this course with a C- or better to exit the IEP.

**Course Objectives:** By the end of English 161, students will be able to:

* Recognize and explain the importance of elements of structure in texts, orally and in writing.
* Identify and describe textual arguments, including the thesis, claims, reasons, and supporting evidence, orally and in writing.
* Interpret and infer meaning from texts that employ indirect theses.
* Paraphrase and summarize readings, orally and in writing.
* Defend opinions, orally and in writing.

**Course Materials:**

Lahiri, J. (2003) *The Namesake*. Boston: Houghton Mifflin

Peterson, L. et al. (2012) The Norton Reader (shorter 13th Ed.). New York: Norton.

**Student Responsibilities:** Students in this class are responsible for the following:

* Attend all class meetings, tutoring and lab sessions. If you are sick, or if you are experiencing a problem, let your teacher know. Unexcused absences = lower course grade.
* Complete all assignments on time. Completed assignments = success.
* Participate actively in class by speaking up and by listening carefully.
* Check e-mail and the class D2L site daily for announcements and assignments.

**Course Assignments and Grades:** In order to pass this course, students must achieve a course grade of at least C-. Grades are calculated as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Class Participation  Quizzes  Homework  D2L Daily Journal  Six Response Papers  Oral Exams | 180 points  180 points  180 points  180 points  180 points  100 points | A = 960-1000 points  A-= 920-959 points  B+= 880-919 points  B = 840-879 points  B-= 800-839 points  C+= 760-799 points | C = 720-759 points  C-= 680-719 points  D+=640-679 points  D = 60-639 points  D-=560-599 points  F = 559 points or lower. |

**Course Schedule:**

|  |  |
| --- | --- |
| **Week** | **Topic/Assignment** |
| 1 | Where We Come From  Tan, A. (2003). “Mother Tongue,” from *The Opposite of Fate.* (Instructor’s Handout).  Lee, L. (1986). “Persimmons” (instructor’s handout).  **Quiz 1** |
| 2 | Richard Rodriguez “Aria” (in Norton)  Response paper 1  **Quiz 2** |
| 3 | When We Arrive  The New Americans (Film Clip): The Indian Technical Worker, Anjan Bachu  Lahiri, J. “Rhode Island” (in Norton)  **Quiz 3** |
| 4 | *The Namesake*  **Quiz 4** |
| 5 | *The Namesake*  **Quiz 5**  **Response Paper 2** |
| 6 | *The Namesake*  **Quiz 6** |
| 7 | *The Namesake*  **Quiz 7**  **Response paper 3** |
| 8 | Preparing for the oral exam.  **Oral Exam 1** |
| 9 | How We Live Our Lives  Carr, N. “Is Google Making Us Stupid?” (in Norton)  Quindlen, A. “Stuff is Not Salvation” (in Norton)  **Quiz 8** |
| 10 | Gates, H. “In the Kitchen” (in Norton)  Staples, B. “Black Men in Public Space (in Norton)  **Quiz 9**  **Response paper 4** |
| 11 | The Beauty Around Us  Doyle, B. “Joyas Valadoras” (in Norton)  Williams, W. “Love Song” (instructor’s handout)  Hughes, L. “The Negro Speaks of Rivers” (instructor’s handout)  **Quiz 10** |
| 12 | Quiz 11  Walker, A. “Everyday Use” (instructor’s handout)  Butler, R. “Crickets” (instructor’s handout)  **Response paper 5** |
| 13 | Hope  Jefferson, T. “The Declaration of Independence” (in Norton)  **Quiz 12** |
| 14 | Kennedy, J. “Inaugural Address” (in Norton)  **Quiz 13** |
| 15 | King, M. “Letter from Birmingham Jail” (in Norton)  **Quiz 14**  **Response paper 6** |
| 16 | Preparing for the oral exam.  **Oral Exam 2** |

**UWW Required Policy Statement**

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**English 161**

**English for International Students**

Fall 2012

MWF, 8:50 - 9:40 am

Heide Hall 212

*Instructor:* Ellen Titzkowski Boldt

*Office:* Heide Hall 304 D / Laurentide Hall 3106

*Office Hours:* MW 1:30-3 pm; 12:30-1:30 pm & other times by appointment

*Office Phone:* (262) 472-1064

*Email:* boldte@uww.edu