

**University of Washington - Bothell**  
**School of Nursing and Health Studies**

**Latinx Health and Culture: Issues, Beliefs, Practices and Local Perspectives**

**BHLTH 222**

**[I&S]**

**Syllabus – WINTER 2018**

**Instructor Name:** Victoria Adela Breckwich Vásquez, Dr.P.H., M.P.H., M.A.

**Teaching Assistant Name:** Dennise Lopez, 4th year UWB Health Studies Student

**Course Meeting Times:** Tuesdays and Thursdays 3:40pm-5:30pm

**Course Website:** <https://canvas.uw.edu>

**Catalogue Course Description:** Examines health issues in the Latina/o community through the lens of health research, arts and other cultural expressions, community organization stakeholders, and fieldwork. Focuses on the diverse experiences with health care and healing systems of this rapidly growing US community.

**COURSE DESCRIPTION**

This course will introduce students to health and cultural issues in the Latinx community through the lenses of risk, resilience and resistance. Latinxs are the fastest growing cultural group in the United States. They also constitute an incredibly diverse community. While most Latinxs in the U.S. speak either English or Spanish or both, a growing number of new immigrants also speak indigenous languages. Latinxs come from a wide range of Caribbean, Central and South American countries and bring with them diverse experiences with different health care and healing systems. The course will examine health issues in the Latinx community through reviews of recent research on Latinx health, and students will learn about Latinx culture through hands-on cultural experiences. Students are expected to be active participants in the course, and follow the media and the

scientific literature to keep up with new developments over the quarter. Students will regularly work in small groups to consider how to more effectively address health issues in the Latinx community.

This undergraduate course is relevant to any students interested in health, nursing, medicine and other career pathways in the health field. It is also relevant to students interested in Latinx culture and communities from a public health perspective.

The goal of this course is for all students to have with a deeper understanding of the health issues in the Latinx community, the social and environmental factors that affect the health of Latinxs in the U.S., and how in-depth knowledge of Latinx cultural beliefs and practices can improve the health of Latinx communities.

The course's weekly format will reflect engagement principles and a student commitment to *co-teaching and co-learning*. Key engagement practices will be employed in the classroom, and group discussion will be emphasized. Empowerment methodologies and participatory exercises will be emphasized.

Topics covered include:

- Overview of Latinxs in the U.S.
- Health Status (Data, Health Access, Epidemiological paradox)
- Healing Beliefs and Practices
- Political and Social Movements/ Immigration
- Culture & Identity (ethnicity/race –intersections/transnational dimensions, food/cooking, dance, film, language, cultural competency/humility)
- Populations & Health (regional differences, Northwest focus, farmworkers)
- Regional Health-serving Agency Partners (Verdant, El Proyecto Bienestar, Latino Community Fund of Washington)
- Current issues for Latinxs in the Northwest

## **LEARNING OBJECTIVES**

By the end of this course, students will be able to:

1. Identify how Latinx demographic dynamics in the US were shaped

2. Describe the effects of acculturation and assimilation on Latinx health and culture
3. Debate efforts to engage the Latinx community on health and other policies that affect the Latinx community
4. Distinguish Latinx values and belief systems and their impacts on health and culture
5. Examine how alternative providers address the health needs of Latinxs
6. Appraise the importance of the Community Clinic as a key provider of health care services in Latinx communities.
7. Critically analyze the ways that health-related issues in Latinx communities are impacted by various dimensions of culture.

## **COURSE MATERIALS & CANVAS**

We will be using Canvas for all course-related information, readings, announcements, and discussions. You will also turn in your assignments and papers online. Students can access Canvas at <https://canvas.uw.edu>. All updates to the course syllabus will be posted to Canvas, and there will always be an updated version of assignments, readings and schedules. Please make sure your notifications in Canvas are set appropriately to make sure you receive Canvas email notifications, announcements, and assignment deadlines in a timely fashion.

## **REQUIRED COURSE TEXTS**

- 1) Bracho, A., Lee, G., Giraldo, G.P., and De Prado, R.M. 2016. Recruiting the Heart, Training the Brain: The Work of Latino Health Access. Hesperian Health Guides: Berkeley, CA. (Bookstore) – also on Reserve at the Library.
- 2) Selected articles accessible through course website on Canvas

## **CLASS POLICIES**

The syllabus is essentially a contract between you and the course instructor as partners in the learning process. You are responsible for reading the syllabus thoroughly and learning what is expected in this class. We will have the opportunity

to discuss these policies as a class, in order to clarify expectations and consider any alterations or additional policies that you feel are necessary.

**Academic Integrity:** You are responsible for understanding all aspects of University regulations regarding academic integrity. See this website for key information you need to know: <http://www.uwb.edu/academic/policies/academicconduct/student-guide>. Breaches of academic integrity, including but not limited to cheating (i.e. copying another person's work) and plagiarism (i.e. using another person's words or ideas without proper acknowledgement) *whether intentional or accidental*, will result in a zero for the assignment; additional sanctions may be imposed by the University administration. Making up reports for assignments without actually performing the required assignment activities will also result in a zero grade and additional sanctions. I will help you in any way that I can so you can succeed while maintaining academic integrity. Please make an appointment or come to office hours with questions! Academic integrity and plagiarism prevention resources are available at: <http://libguides.uwb.edu/ai>

**Learning Community:** Your participation as a responsible and active member of our learning community is an essential part of the learning process, and extends beyond simple participation. You are expected to treat others in class fairly and with respect, valuing other's points of view even when they differ from your own. You should demonstrate active listening skills, and come to class fully prepared. Critical thinking about our course readings through dialogue and small group work is an essential part of the course. You will learn a great deal from your peers and through this method of interactive discussion.

**Time Commitment:** This is a five-credit course. In addition to the 4 hours of class time each week, you should plan on 11 additional hours of "outside class time" to complete readings, work on assignments, and complete group work when necessary.

**Late assignments:** Unless discussed with the course instructor at least 3 days prior to the assignment due date and granted an extension, any late assignments will lose 10% of the assignment's points for each day it is late.

**Computers and other electronic devices in class:** It is especially important that students learn to manage their own responsible and respectful use of devices. Students should attempt to minimize the distraction of using devices by silencing all sounds and vibrations and by pausing the use of laptops unless absolutely necessary (taking notes, conducting in-class research). Random web-surfing and texting unrelated to class will not be tolerated, since it is highly distracting for others. There are many things we mean by engagement, and the one that applies in this classroom is engagement with those physically around us during the learning process. Let's be open to what we can learn when we are especially attuned to each other during the course.

**Respect for Diversity:** Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In NHS and at UW Bothell, students are expected to:

- respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
- engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

Students seeking support around these issues can find more information and resources at <http://www.uwb.edu/diversity>.

**Access and Accommodations:** Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or

permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical, or health impacts), you are welcome to DRS at 425-352-5307 or [uwbdrs@uw.edu](mailto:uwbdrs@uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**Veterans:** If you are a student who has served in our nation's military forces, thank you for your service. I hope that you feel comfortable enough to confidentially self-identify yourself to me so I can help you make a successful transition from the military to higher education.

**Undocumented Students:** I fully support the equal right to higher education for everyone. I welcome any questions on specific needs for undocumented students and am available for related resources and support.

**Parenting Students:** You are encouraged to take advantage of the resources provided on campus. These resources include the Parent Union at UWB, the Childcare Assistance Program, on-campus Family Friendly Spaces, priority access at Bright Horizons Bothell and Bothell KinderCare, and back-up/sick care at one of these locations. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit:

<https://www.uwb.edu/studentaffairs/resources/student-parents> or contact the Parent Union on Facebook: <https://www.facebook.com/PUUWB>.

Children are always welcome in my class so please let me know ahead of time (if possible) so we can discuss and make a plan. If you are a lactating student and anticipate needing a lactation break during class, please let me know during the first week of the quarter so that we can plan accordingly. You can find UWB's Children on Campus policy here: <http://www.uwb.edu/getattachment/administration-planning/services/procedures/children-on-campus-policy.pdf>.

### **Student Support Services:**

- Diversity Center: <https://www.uwb.edu/diversity/diversity-center>, 425-352-5030
- Writing and Communication Center: <http://www.uwb.edu/wacc>, 425-352-5253
- Quantitative Skills Center: <http://www.uwb.edu/qsc>, 425-352-3170
- Student Success and Career Services  
<http://www.uwb.edu/student-services/success-services>, 425-352-3776
- Student Counseling Services: <http://www.uwb.edu/student-services/counseling>,  
425-352-3183

**Inclement Weather:** Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <http://www.uwb.edu/alert>. Class activities will be rescheduled as needed.

### **ASSIGNMENTS AND GRADING**

Final grade in the course will be comprised of the following assignments:

#### **1. Introduction & Building Class Community (5 points)**

Please answer the following 4 questions on this assignment. Its purpose is to get to know each student and to gather ideas that make the class more welcoming to all students.

- 1) Why is this course of interest to you? (at least 2 sentences) **(1 point)**
- 2) What are your ideas about sharing and building trust in this learning space? (food, music, class agreements, etc.) (at least 3 ideas) **(2 points)**

3) How would you personally like to contribute to building our class community? (at least 1-2 sentences) **(1 point)**

4) Please comment on at least 1 other student's contribution in 2-3 thoughtful sentences (more than just, "good idea" or "I agree") that expands the ideas brought up, while still respectful of the student's contributions. **(1 point)**

Prepare to introduce yourself and offer your ideas on any one of these topics on Tuesday, Jan 9th when we will first meet in person.

## **2. Three (3) Reflective Essay assignments – 6 pts each (Discussion board postings due throughout quarter) (18 points total)**

The concepts in this course can bring up many personal issues such as identity formation, cultural and social issues important to you, political unrest and other inequities Latinx individuals and communities face. It is important to write down your thoughts as they are happening, on a weekly basis for the first few weeks of the course. These reflections will also assist you in developing your research paper over the quarter.

There are 5 steps involved in Reflection that you will be expected to follow for each assignment. To receive full credit for each reflection assignment, you will need to include all 5 steps:

### Step 1: Write, record (3-4 sentences) (1 point)

- Describe the context or background of the topic or issue brought up by class reading, class discussion, guest speaker, etc.
- What are your observations about this?

### Step 2: Reflect, think about (3-4 sentences) (1 point)

- What are your reactions?
- What are your feelings?
- What are the good and the bad aspects of this? What you have learned?

Step 3: Analyze, explain, gain insight (3-4 sentences) (1 point)

- What is really going on?
- What sense can you make of this?
- Can you integrate class theory (risk/resilience/resistance; ethnocentrism; health equity; social-ecological framework; other) into the experience/situation?
- Can you demonstrate an improved awareness and self-development?

Step 4: Personal action plan (2-3 sentences) (1 point)

- Is there a way this affects how you will likely behave/act in the future? What might you do differently in the future because of this new insight?

Step 5: Comment on at least two (2) other student's reflections (at least 2-3 sentences) (2 points)

- Why is this student's comment compelling to you? What thoughts does it bring up for you? Is there some way you can contribute even more perspective on the issue(s) the student brings up? Is there a reading or piece of evidence you can respond with to add to the reflection?

(Adapted from sources: Homik, M. & Melis, E., 2007; RMIT, 2006)

### **3. Padlet Exercise: Posting Latinx Cultural Representations of Health (5 points)**

In this exercise, you will contribute a video, photo or image along with a short, two (2) sentence description of this visual representation of Latinx culture and health. How and why does this represent Latinx health and culture to you? How does it connect with the readings or discussions we've been having in class? This can be anything you find inspiring, significant, or important and you think the image might inspire people to keep looking because it tells a story. Add your full name to the post to make sure you receive credit for this activity. Make sure you credit the photo or image **source**/creator if it is not your own (name of photographer, website, etc.). To start, go to: <https://padlet.com/vbreck/LatinxHealthCultureRep> and click the +

sign at the bottom right. You can decide to join [padlet.com](https://padlet.com) for free if you choose to use this technology in the future.

In addition, please spend a few minutes reviewing your classmates' posts. Add comments or "like" the ones you find especially powerful, interesting and/or beautiful.

#### **4. Outline: Latinx Health Action Paper OR Latinx Health Research Paper (15 points)**

The topic you choose should be based upon a Latinx health and culture-related topic you are interested in and should go into substantially more depth than any information reviewed in the course.

***Latinx Health Action*** encourages group work (3-4 people) on a Latinx community health-related issue and contributes time and effort working in community on an upstream-focused project that has the potential for sustainability. Ideally, your choice of action topic needs to be informed and prioritized by community entities within the Latinx community (Latinx-serving organizations, environmental justice communities, Latinx immigrant communities, rural communities, etc.). As you think of a possible action topic, ask yourself: what needs doing? what needs the strength of students in numbers? what would be a great learning activity? is there a clear way for a small group of students to contribute to some kind of sustainable change and improvement? For example, an education-focused, technology-driven, social justice activity that reaches many people would qualify (digital stories of farmworker women uploaded on YouTube, media campaign on sexual harassment of farmworkers, student-led boycott or education efforts on campus or in community using technology). A short-term, charity-focused contribution that doesn't substantially change the status quo would not qualify (volunteering for existing efforts such as ESL classes, providing health services, handing out meals, etc.). ***You need to have a community or faculty contact/sponsor to work with on your project in order for it to be approved by the instructor.***

- If you are considering a **Latinx Health Action Paper**, you will be required to submit an outline as an individual assignment. Specifically outline (bullet point) your 1) personal interest in the project, 2) how you were informed of your selection, 3) background on the issue you plan to address, and your specific role in the group project. Adding details will help you receive constructive feedback from the instructor to improve your final action paper, so consider this a helpful step. The outline should be a minimum of 1 page (max=2 pages), double-spaced, *Times New Roman* font, 12-point Font, 1-inch margins.

***Latinx Health Research*** refers to a research interest you (as an individual) have about health in the Latinx community. Reflect on the health experiences of people: yourself, your family, your classmates, your friends and/or the communities that surround you. Use these experiences as a foundation for understanding some aspect of a health-related issue that is relevant to Latinx culture and/or community that was covered in class. Use your reflection assignments during the quarter as a guide to help you choose what you are most interested in writing about.

- If you are considering a **Latinx Health Research Paper**, you will be required to submit this outline as an individual assignment. Please see assignment #4 below for more information about the structure of the research paper. Please write a detailed outline with topic sentences highlighting the major sub-sections of your research paper. Adding details will help you receive constructive feedback from the instructor to improve your final paper, so consider this a helpful step. The outline should be a minimum of 1 page (max=2 pages), double-spaced, *Times New Roman* font, 12-point Font, 1-inch margins. It can be in the form of bullet points, but must be organized into sub-sections.

Please submit the outline of your Latinx Action paper OR Latinx Research paper (see item #4) on Canvas by the beginning of class.

## **5. Film Report (15 points)**

Students sometimes confuse the concept of a film report with a film review, but they aren't the same. In a film report, you will need to think deeply about the film you

have watched in the context of what you have learned in the class. Please view one (1) of the films below – all are available in the Reserves Section of the UW Bothell Library. NOTE: Please prepare to check a movie out **at least 2 weeks in advance** of the assignment deadline since there are limited copies of each in the library.

- *Frida (2002)*
- *McFarland, USA (2015)*
- *Real Women Have Curves (2002)*
- *Spare Parts (2015)*
- *Stand and Deliver (1988)*

Write a 2-3 page (double-spaced, 12 point font, Times New Roman font, 1-inch margins) film report by following the guidelines and answering the questions below:

1. While you watch the film, pay attention to themes, things that stand out -- such as certain characters -- colors or music. Also note the social and cultural issues highlighted in the film that appear to have health-related consequences (positive and/or negative). Take notes.
2. Write the title of film at the top (next to your name). Summarize the main point of the film. (2-3 sentences) (2 points)
3. How do you think the film relates to Latinx health and culture? (1 paragraph) (4 points)
4. How do the social and cultural issues you noted relate to the health inequities framework OR the social-ecological framework we reviewed in class? (1 paragraph) (4 points)
5. Pick one main social or cultural issue and answer ALL the following questions, each with 1 paragraph: A) How does this affect health (physical, mental, spiritual, etc.) of the character(s)? Describe any particular impacts you noticed; B) How do(es) the character(s) overcome obstacles in the film? Are there any social or cultural advantages/resiliencies or resistances the film focuses on as the reason for the character(s) success(es)? (4 points)
6. Discuss whether the film is appropriate for today's audiences, and how it may help us better understand Latinx communities. (2-3 sentences) (1 point)

Please submit the Film Report on Canvas by the beginning of class.

## 6. Final Project: Latinx Health Action Paper OR Individual Latinx Health Research Paper (25 points)

### Instructions for *Group-Based* Latinx Health Action Paper

This group project (3-4 people) is on a student-identified and community-informed Latinx community health-related issue. It contributes time and effort working in community on an upstream-focused project that has the potential for sustainability. Ideally, your choice of action topic needs to be informed and prioritized by community entities within the Latinx community (Latinx-serving organizations, environmental justice communities, Latinx immigrant communities, rural communities, etc.). As you think of a possible action topic, ask yourself: what needs doing? what needs the strength of students in numbers? what would be a great learning activity? is there a clear way for a small group of students to contribute to some kind of sustainable change and improvement? An education-focused, technology-driven, social justice activity that reaches many people would qualify. Examples may include digital stories of farmworker women uploaded on YouTube, media campaign on sexual harassment of farmworkers, student-led boycott or education efforts on campus or in community using technology. A short-term, charity-focused contribution that doesn't substantially change the status quo or doesn't contribute to health improvement would not qualify. Examples of these efforts might include volunteering for existing efforts such as ESL classes, providing health services, handing out meals, etc. ***You need to have a community or faculty contact/sponsor to work with on your project in order for it to be approved by the instructor.***

Effective use of technology will be required for this assignment. As needed, please coordinate with the instructor to organize an optional presentation from IT about digital technologies to use in creating a video, digital story, audio podcast, or other product.

*Requirements:*

- 5 pages, 12 point font, Times/Times New Roman font, Double-Spaced, 1-inch margins
- Include page numbers at the top right hand corner as such: **Group Member's Last Names, Page #**

*Will be graded on:*

Background (5 pts) - Write at least 1 paragraph that summarizes the evidence or research about this health-related problem. Include information about how you know this is a concern or priority in the Latinx community. Why did your team choose this activity/project?

Process and Results (10 pts) – Describe what you did, and the process of your project. What was the result of your effort? What do you hope will happen as a result? Share information about how to access your work (Provide links to video, website, etc.)

Effective integration of interactive technology (5 pts)

Style, Grammar, Spelling & Mechanics (2 pts)

Citations & Format Requirements (3 pts): List at least 3 academic sources using **APA** format. Please maintain consistency when listing bibliographical citations. Your academic sources may come from journal articles, books, government reports, or other reputable and reliable sources. Please see Librarian and/or your instructor for guidance. Please see citation guidelines: <http://guides.lib.uw.edu/bothell/citation>

Instructions for *Individually-Based* Latinx Health Research Paper:

Reflect on the health experiences of people close to you: yourself, your family and/or your friends. Use these experiences as a foundation for understanding some aspect of a health issue that is relevant to Latinx culture and/or community that was covered in class. Use your reflection assignments during the quarter as a guide to help you choose what you are most interested in writing about. Then, research the

academic literature to write a research-based paper. Integrate concepts from this class into your discussion and provide a minimum of 10 references.

The final research paper should be a minimum of 8 pages and a maximum of 9 pages (**NOT** including the references page). Please submit the final paper electronically on Canvas as a Word doc (not Pages). Final paper submission guidelines are:

Requirements:

- 8-9 pages, 12 point font, Times/Times New Roman font, Double-Spaced, 1-inch margins
- Include page numbers at the top right hand corner as such: **Last Name, Page #**

Final Research Paper will be graded on:

Content Development (5 pts) – to be explained further

Organization & Analysis (10 pts) – to be explained further

Effective integration of course concepts and outside sources (5 pts)

Style, Grammar, Spelling & Mechanics (2 pts)

Citations & Format Requirements (3 pts): List at least 10 sources using **APA** format. Please maintain consistency when listing bibliographical citations. Your academic sources may come from journal articles, books, government reports, or other reputable and reliable sources. Please see Librarian and/or your instructor for guidance. Please see citation guidelines: <http://guides.lib.uw.edu/bothell/citation>

**Note:** I understand that your research paper topic will develop and may change throughout the quarter; this is fine and encouraged. If you have changed your topic drastically since the Outline assignment, please make note of this on the assignment you are turning in or email your instructor.

## **7. Presentation of Final Project (10 points)**

Students will be expected to present the main points of their final project during the last week of class. Presentation time for research projects = 5 minutes. Presentation time for group projects = 8 minutes. This presentation should be clear and to the point and include the following: the topic and why you chose it; how the issue relates to the class; the thesis statement of the paper; and a summary of your main points. Presentation software (PowerPoint) is not allowed. Instead, students should have their presentation on notecards and bring materials/pictures/media to use (or demonstrate) during their presentation. Please practice your presentation at least 4 times all the way through to make sure you memorize at least half of your presentation. Your instructor is available to hear you practice beforehand and offer helpful suggestions.

Points will be awarded on: clear and to the point (5 points); engagement of other students in the class (getting input from students by asking them a broad question about your topic or throughout the presentation, asking for a student to assist you in demonstrating something, etc.) (4 points); and ability to keep the presentation to the time limit required (1 point). For group presentations, all students in the group are expected to participate in the presentation.

### **8. Class Participation (throughout) (15 points)**

Most classes are conducted in a seminar format where you will have an opportunity to interact with your classmates in both small and large group activities. Discussions are crucial to the success of the course. Please come to class on time and ready to participate. This means read all assignments and prepare for the discussion in class. Guest lectures will be followed by a question-and-answer session during which your participation is essential. Participation also includes actively volunteering to help instructor or other students during classes-- set up, take down, note taking on board, organizing classroom *convivencia* (gathering to connect) activities for students (potlucks, etc.). (15 points total)

### **9. Office Hours with Professor (10 points)**

In order to have meaningful engagement in the course, I'm requiring that you meet with me at least once for at least 15 minutes. We can talk about your life and personal interests, professional aspirations, the course and assignments – whatever you'd like. Please make an appointment with me via email ([vbreck@uw.edu](mailto:vbreck@uw.edu)) during the first few weeks of class, as my schedule fills up towards the end of the quarter. In your email, please propose 3 days/times you are available and please confirm our appointment at the end of our exchange. Make sure you schedule it in your calendar! No shows are a no-no (10 points total)

### **Assignment/Grading Overview**

<b>Assignment</b>	<b>Points</b>
1. Introductions & Building Class Community	5
2. Three (3) Reflective Essay Assignments – 6 points each	18
3. Padlet Exercise – Latinx Cultural Representations of Health	5
4. Paper Outline	15
5. Film Report	15
6. Final Research Paper	25
7. Presentation of Final Paper	10
8. Class Participation	15
9. Required Office Hours	10
<b>TOTAL</b>	<b>118</b>

Link to NHS Grading Scale used in this course: <http://www.uwb.edu/nhs/student-resources/grading-scale>.

Doing all of an assignment adequately will generally earn a grade in the A-/B+ range. In order to get maximum points, you will need to go beyond the basic tasks and requirements in the assignment. This does not mean more words, more references, or more pages. It does mean bringing a more developed discussion of the materials; clearer and more elegant writing; greater depth of insight; more complexity in your argument with well-integrated support from references; and greater evidence of care and revision in the writing process to make sure you minimize grammar and other avoidable mistakes. The UWB Writing & Communications Center can help you refine your writing, so please contact them early on to make an appointment and discuss your assignments by showing them a draft.