MESSAGE FROM THE DEO
BY STEVE DUCK, CHAIR OF THE RHETORIC DEPARTMENT

My favorite University of Iowa president, James Freedman, once said that the purpose of a university president is to thank people and to apologize, a statement that he extended to the role of leadership in general. I cannot thank everyone enough in the department for all their extensive and creative ideas and dedication over the summer—unpaid for the most part—to prepare us for the fall semester and for the continued enthusiasm and creativity in developing it into practice right up to semester’s end. This was done despite the emotional drain that the past few months have imposed and continue to impose on all our nervous systems and physical reserves. You have all done the students and the department proud, weary and stretched though you all are. Well done and thank you.

Starting in the summer, PDP leaders have done especially heroic work getting ready for face-to-face, then hybrid, then online, then mixed courses as University CIMT leadership stumbled towards a way of preparing for the fall semester and then during fall modified the rules as the train got moving. This was in the face of clear evidence, that we discussed at the time, making it far more likely that the most sensible move was to teach all classes online in order to prevent contact spread of the COVID virus. Thank you to the many faculty, including Annie Sand, Robert Peck, Bree Neyland, Carol Severino, and Deirdre Egan, who together with Ben Hassman in the Conversation Center staffed the online versions of our Resource Centers throughout the summer. They combined to provide students and faculty across campus with continuously excellent resources for developing new formats for their teaching and incorporating our skills into their curricula. As the UI is now reviewing its favored nickname (The Writing University) and building “communication” onto the laurels derived from the Writers’ Workshop, it is becoming evident that the contributions of our very own Resources and Centers to the UI are achieving their own reputational dawning. As the focus moves to the concealed value of instruction on top of any reputation for specific scholarship and creativity, the Office of the President has come to Rhetoric and acknowledged our work. Our mainstream contributions to the extra—(as in, over and above)—curricular instruction

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ON RHETORIC & THE RHODES SCHOLARSHIP
RHODES SCHOLAR MARISSA MUELLER REFLECTS ON HER TIME IN THE DEPT.

I took the class RHET:1030 in my first semester at Iowa, and RHET:3250 in the fall of 2019. At about this time three years ago, I was writing a paper for Dr. Elena Carter on a topic of my choice. Of course, I decided to write about stem cells—little biological wild cards that had this mystifying ability to heal the human body. At about this time last year, I sat in Dr. Bree Neyland’s class where I brainstormed analogies between stem cells and my own life. Little did I know that I would be drawing from these very conversations in an interview that would change my life.

2021 Rhodes Scholarship Recipient Marissa Mueller

Continued on pg. 2
that the students can access in the UI are now being seen as worthy of greater support and recognition in the new Writing/Communication Initiative. At long last it is becoming increasingly voiced in backrooms that the Resources and Centers are not only central to UI’s stout support for students but are notably underfunded. The crepuscular cypher of continuous and reliable support is now emerging as more than a merely spectral figure seen through fog.

Thanks also to the heroic administrative staff who have kept an eye on EPB and dealt with flurries of questions and puzzlement from everyone connected with the building. They answered the many questions that arose throughout the summer about the way in which our department would be functioning when we reached the fall and have held a steadfast watch over the department up until Thanksgiving. Everyone on the team played a part in managing a crisis that lasted throughout the summer. Finally thank you especially to our three returning colleagues, Justin Cox, Bevin O’Connor, and Consuelo Guayara Sanchez, who endured their [temporary] banishment with fortitude and exemplary patience. I am grateful to new Interim Dean Sara Sanders for recognizing the justice of their cause.

Thanks also (but mostly congratulations) to the following who have announced their engagement and given us optimism and joy for the future: Brittany Borghi and Colin Kostelecky; Stephanie Tsank and Kirk Batterson; and Katlyn Williams and John O’Shaughnessy. Who said that EPB was not a place to inspire romance?

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As a result of this interview and as a 2021 Rhodes Scholar, I will soon be traveling to England to pursue doctoral research in regenerative technologies at the University of Oxford.

During my Rhodes interview, a panelist asked about the course Creative Writing for Health and Science Professionals and how I might translate what I learned to a career in medical research. What good is scientific discovery if its results cannot be communicated effectively? Researchers need to share their findings with Professional and non-scientific audiences alike. I explained how clearly communicating technical concepts in simplified terms invites public engagement. Public views influence policy, and policy-makers fund research. Researchers make discoveries, and deliver innovation back to the public. Full circle.

When I heard that I was a Rhodes Finalist, I felt like I had two weeks to prepare for an interview that required more than a lifetime to ever feel ready. However, I had really been preparing for years before I had even heard of the Scholarship. These classes and these professors helped me appreciate the art in engineering, the soliloquies of science, and the rhetoric of research.

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A clever “thank you” from Honors Rhetoric students to their teacher, Brittany Borghi, on the last day of class.
CONVERSATION PEER LEADER PREPARES FOR GRAD SCHOOL AND FOR LIFE

BY MARCUS LEYTEN, CONVERSATION CENTER GRAD COMMUNICATIONS COORDINATOR

Her senior year might have come to a close, but Alexa Oleson is taking a lifetime worth of experience with her after working at the Conversation Center for the past three and a half years.

“I usually tell the practicum class, before I took the course myself, I was not good with people,” Alexa said. “I did not have good relationship-building or conversational skills and talking to strangers made me extremely uncomfortable.”

Alexa’s experience, however, has not only made her a better communicator but has prepared her for applications and interviews with prospective graduate schools.

“If I had never joined the Conversation Center and worked to build my people skills, going into campus visit and interview days for grad school would have been incredibly daunting and I would not have been able to interview well or make friends with the staff and my fellow prospective students,” Alexa said. “My work in the Conversation Center has made me comfortable speaking one on one, in large groups, and even giving presentations to various sized audiences, so I felt prepared to navigate everything I had to do while interviewing.”

The opportunity to work with students from around the world came from where else, but a one-on-one conversation with her RHET 1030 instructor, Sonja Mayrhofer, who is one of the co-instructors for Conversation Practicum students.

“She [Sonja] highly recommend the class,” Alexa said. “I was mostly interested in bettering my own conversation skills, though I was also interested in meeting more international students. I took the Conversation Practicum the spring of my freshman year, and when I was done with that semester I realized how much I had learned from speaking to people and how much I had come to enjoy it, leading me to sign up to be part of the peer leader program.”

As a peer leader, Alexa was involved in everything from leading new students to developing programs to presenting at academic conferences about her experiences working with students from around the world. Her time was not just about skill building, however, as Alexa also made lifelong friendships throughout her undergraduate career at Iowa.

“One person who sticks out to me from the Conversation Center is a friend I made who has since gone back home to China,” Alexa said. “She was here as a visiting scholar and we met every week through the summer and the fall. She became a sort of mentor to me, as she gave me advice, but we also became close friends and before she left to go to China we exchanged contact information. We still keep in touch and she still helps me get through my tough times.”

While classes at Iowa have moved online, rendering face-to-face conversation a thing of the past, one lesson remains important to Alexa as she readies herself to move on to the next chapter of her life.

She said, “A big part of the Conversation Center is to show our students that through conversation with another person, no matter how different from you they may seem, you will find that it is not that hard to make a connection because we are all human.”

Editor’s note: Since the writing of this piece, Alexa has started graduate work at Iowa State University.

QUICK LINKS: INSTRUCTION AND TUTORING SUPPORT

The Writing Center: http://writingcenter.uiowa.edu

The Speaking Center: https://speakingcenter.uiowa.edu/

The Conversation Center: http://clas.uiowa.edu/rhetoric/conversation-center

Iowa Digital Engagement and Learning (IDEAL): http://ideal.uiowa.edu

Success in Rhetoric (SiR): https://tutor.uiowa.edu/find-help/help-labs/success-in-rhetoric-sir/

FACULTY BOOKSHELF

SUSAN RICE’S TOUGH LOVE: MY STORY OF THE THINGS WORTH FIGHTING FOR

BY IRIS FROST, ASSOCIATE PROFESSOR OF INSTRUCTION

Susan Rice is at her best when she’s storytelling. Rice was raised a child of black privilege in Washington, D.C., attending a prestigious private high school, where she excelled at sports and academics. She graduated from Stanford, and earned a doctorate in international relations from New College at Oxford University, where she was a Rhodes Scholar. Like many future leaders, she worked as a management consultant at McKinsey and Company before she excelled at the highest levels of government service, first as US Ambassador to the United Nations, and then as National Security Advisor to President Obama. Highlights of the book include the personal aspects of her life: the sadness of her parents’ dysfunctional marriage, the stress of juggling her own long-distance relationship, and the difficulties of her raising two children while succeeding at her own high-powered Democratic career (her son, interestingly, has grown into a vocal conservative Republican). For political junkies the memoir takes the reader deep inside negotiations and policies, for example, on Africa and Syria, and explains her involvement in the drama surrounding Benghazi. The book is a history lesson, the last decade studied through Susan Rice’s own lens. Rice visited the University of Iowa in early February to talk about her book, appearing on stage at the Englert Theater, interviewed by Professor Adrian Wing of the Iowa Law School.
When was the last time you had a parent sit in on your rhetoric class? What about a student’s sister? Or a student’s roommate? Or a student’s twin black labs? My guess: it’s been a while, or maybe never. I had certainly yet to encounter any of these unusual experiences until the arrival of Zoom University, Fall 2020.

Yes, it’s possible I’m a bit too lax when it comes to my classroom environment. This semester, I’ve been teaching entirely online, a mix of synchronous and asynchronous. But my philosophy has always been to adapt, and to let as much humor into the classroom as possible. It’s not so much about privileging fun, but about acknowledging that creating a personal classroom environment where students are valued as whole individuals contributes to greater buy-in, and ultimately, learning. So yes, I do want to see your hamster, the pulled-pork sandwich you’re eating for dinner, and your parents’ questionable décor. I do want to hear about the time your dog vomited Starbucks Puppuccino all over your car, and about the time you almost fell out of a Ferris Wheel when you were six. I do want to see your roommate, sitting behind you, attending the same exact class of mine you’re currently in (yes, this one is a bit confusing).

Of course, having unannounced visitors in your classroom can be a bit dicey. Depending on the class plan, it could be invasive, even. But, since all my Rhetoric classes are split into groups of 10, we’ve formed small communities, and there are fewer distractions overall. In some cases, students were with parents or siblings because they were being driven from one place to another, living their lives, as they do, oddly and unpredictably during our current global crisis. First, I appreciated the students’ commitment to showing up. Second, I liked seeing a wave from a parent or a sister to kick off our class for the day. It often served as a reminder that learning is collaborative and isn’t divorced from the outside world. Students forge their own relationships with family members, and if I’m getting a laugh and a wave, I’m fine with it. Maybe it’ll spark an additional

PROFESSIONAL OPINIONS: TAKIS POULAKOS

BY BRITNEY SIRES, RHETORIC AMBASSADOR

It is obvious that our world is currently at a standstill waiting for a pandemic to halt. We’re left to ask what this means for the rest of the University of Iowa faculty and students. Takis Poulakos, a beloved professor for Rhetoric, provided insight for what these adjustments mean for him.

How has your class structure and atmosphere changed during this time?

“Along with everyone else at the University, I had to move my classes to online through Zoom. Surprisingly, I’ve been able to adjust to using the technology very well, barely any problems. The class structure has changed to an organized turn-taking participation, which guarantees everyone’s participation but, at the same time, kills spontaneity and the life that emerging ideas can acquire.

What is one thing you’ve learned through this experience?

I have learned the importance of presence and the interpersonal warmth that presence generates. I value my students and getting to see them every week, but with recent events, this came to a stop and moved online.

What are you looking forward to the most once this pandemic is over?

I am going to be more appreciative of and more expressive about connections formed in the classroom. You never know what you have until it is taken away from you, that is especially true right now.
conversation about the day’s reading after the Zoom session ends.

In a normal semester, we get so much more of our students. Or, perhaps we get more of the things we’re used to getting, as teachers. We recognize them by the backs of their heads when they walk down the EPB hallway. We know them by the keychains, water bottles, and sweaters they accidently leave behind in our classrooms. We learn to read and react to their body language, the flicker of interest or boredom as it crosses their face. Of course, many of us miss the tangible and physical aspects of our classrooms; the feeling of being in a classroom where there’s a movable pulse, something in the air you can sense, read, and react to. This semester, we’ve had to create a new pulse, new ways to connect, and have encountered surprises, both positive and negative, at a rate unlike any before.

So yes, I’m very much looking forward to returning to the classroom eventually, but until then, I’ll keep waving to your dad as he drives you across state lines to wherever you’re going.

CONTEXT, INTERTEXT, AND HYPERTEXT IN “LETTER FROM BIRMINGHAM JAIL”
BY JUSTIN COSNER, LECTURER

One of my favorite ways to talk about audiences is by teaching Martin Luther King Jr.’s iconic “Letter from Birmingham Jail.” Our knowledge of the civil rights victories (and shortfalls) and of King’s assassination color our reading of the text, but so too does our distance from some of its references which would be more familiar to contemporary readers. I teach the following assignment to explore how audiences are empowered or inhibited by familiarity, how rhetors mitigate these inhibitions, and how context and intertext can transform understanding.

Students come to class having read (1) King’s letter on a shared Google doc along with (2) a brief excerpt from Martin Buber’s “I and Thou”. The latter is short but poetic, ambiguous, and philosophical in a way that demands thoughtful reading.

After having a broad class discussion which allows students to enthuse about the primary reading, I ask to whom King’s “letter” is addressed. Inevitably, they point out that it’s a response to published accusations but also a spur to action of “white moderates,” a note of solidarity to other protestors, and a signal to politicians. We discuss how each of these groups has certain contexts and hear different things, just as we modern readers do.

I then highlight and footnote the phrase, “your statement,” in the opening line and hyperlink (ctl-k) an online copy of the original statement to which King responded. We read it aloud and discuss how King’s text changes in the context of what he’s responding to. I also navigate to King’s citation of Buber, create another footnote, and we collectively write what we consider important details of this reference based on our reading.

We now have two footnotes with relevant intertexts, citations, and annotations in our shared doc, including a note about how effectively King glosses the reference for readers. I go through and highlight a prepared selection of twenty references to people, texts, and events of

INTERSECTIONS: RESEARCH & RHETORIC INSTRUCTION
CASSANDRA BAUSMAN EXPLORES PANDEMIC RHETORIC IN AND BEYOND THE CLASSROOM

Cassandra Bausman will be presenting at the “Pandemic Imaginaries: Living in the End Times, Utopian and Dystopian Representations of Pandemics in Fiction, Film, and Culture” virtual conference in January. Organized by Cappadocia University and Bogazici University in Turkey, The University of Warwick, University of Essex, and Nottingham Trent University in the UK, and The University of Alberta in Canada and Harvard University in the US, the conference is international and interdisciplinary in focus to invite a global conversation on everything the pandemic—in fiction and in our lived realities—has been an auger for questioning and revealing. As organizers suggest, pandemics “don’t signal the end of all worlds or times but merely of the world as presently constituted; there is always the vital question of what comes after. For instance, how do pandemics impact upon hope and utopian imaginaries? How do we co-construct more ethical and liveable worlds after ‘the end,’ and what might these worlds look like?”

Bausman’s presentation, “Because Survival is Insufficient: Living for and through Art in the End-Times: Station Eleven and Pandemic Hope-Questing,” will explore the particular articulation of hope in crisis found in Emily St. John Mandel’s novel Station Eleven and will set Mandel’s lyric exploration alongside artifacts of real-world processing of the Covid-19 pandemic as carried in meme culture and social media. Bausman read the touchstone novel last semester with Rhetoric students, when we all suddenly found ourselves struggling to process a pandemic in something other than science fiction and operating at a distance in a new virtual, pedagogical sea, and the experience of using the novel to ground student reflections and reactions, dissect pandemic rhetoric, and explore human reaction and need (and, particularly, our rhetorical ways of expressing it) is the inspiration for this work. As both Mandel’s novel illustrates and our own pandemic experiences underscore, there is still such glory in humanity,
varying familiarity to students. For me, these include: the Apostle Paul, Eugene “Bull” Connor, the White Citizens Council, Elijah Muhammad’s Muslim Movement, Socrates, and James Meredith. Their assignment for that night is to choose a highlighted phrase, research its significance, and add a rich footnote to our shared document. I tell them to justify the information they include by identifying how King is invoking the reference.

In our next class we discuss their findings which always turns up interesting historical, literary, and religious connotations. This process allows for all sorts of conversations:

- meta-discussions of where students looked to research and how they cited references
- conversations about what references we can assume audiences share
- strategies for elegantly glossing obscure ethical appeals
- the benefits and drawbacks of hyper-linking and footnoting

But most importantly the attention enriches the experience of the original text and nicely demonstrates King’s description of our “inescapable network of mutuality”.

This assignment works particularly well early in the semester when students are learning to identify rhetorical appeals and situations. I’m sure it can also work with other texts or in other formats such as a group project, an individual analysis assignment, or a web-based class wiki project. Let me know if you try it out and how it goes!

**FACULTY ACCOMPLISHMENTS**

**BRITTANY BORGHI** published the op-ed: “If we want to undo Trumpism in Butler County, we have to reckon with class.” Pittsburgh City Paper, 25 November 2020, https://www.pghcitypaper.com/pittsburgh/op-ed-if-we-want-to-undo-trumpism-in-butler-county-we-have-to-reckon-with-class/Content?id=18430227.


**CAROL SEVERINO** is excited to have been chosen by the US Department of State to serve as an English Language Specialist for Brazil at the Federal University of Paraná. Her project, Developing Communities of Practice in Writing Center Work, is one of 130 that the English Language Specialist Program supports each year. She has consulted before on Writing Centers and on Academic Writing for Publication in Honduras (also through the US State Department), Mexico, and Ecuador. However, this is her first time serving as an English Language Specialist.

Because of Covid, she’ll be consulting virtually with Brazilian Writing Center professionals. Their writing center tutors have a much different task than ours; they work with researchers, often scientists, to translate their research from Portuguese into English.

The English Language Specialist Program is the premier opportunity for leaders in the field of teaching English to speakers of other languages (TESOL) to enact meaningful and sustainable changes in the way that English is taught abroad. Through projects developed by U.S. Embassies in more than 80 countries, EL Specialists work directly with local teacher trainers, educational leaders, and ministry of education officials to exchange knowledge, build capacity, and establish partnerships benefiting participants, institutions, and communities in the United States and overseas. English Language Specialists are counted among the more than 50,000 individuals participating in U.S. Department of State exchange programs each year. The Specialist Program is administered by the Center for Intercultural Education and Development at Georgetown University.

As well, the only dissertation that Carol Severino ever directed by herself won a prestigious prize—the 2020 Emma Marie Birkmaier Award—given to her wonderful student, Emilia Illana Mahiques, currently a Spanish instructor at Cornell University.

The dissertation, about peer workshopping of writing, was entitled, “Deconstructing Peer Review in the Spanish Writing Classroom: A Mixed Methods Study.” The award is given out annually by the American Council on the Teaching of Foreign Languages, the Modern Language Journal, and the National Federation of Modern Languages Teacher Association.

Emi and Carol are working on two scholarly projects together; one is derived from the qualitative section of Emi’s dissertation and describes four profiles of peer feedback givers. The other is a review of empirical...
CALLS FOR PAPERS

INDIANA UNIVERSITY ENGLISH DEPARTMENT’S 18TH ANNUAL INTERDISCIPLINARY CONFERENCE

THEME: HOW TO DO THINGS WITH WORLDS

LOCATION: VIRTUAL

DATES: TBA

DEADLINE: JANUARY 15, 2021

Now, more than ever, is a good time to think and act upon the state of our worlds. With the present climate disaster; the rise of white supremacist terrorism emboldened by governing bodies; the continued attempted eradication of people of color in America; and a global pandemic bent on restructuring the rhythm of our daily lives, now is a good time to ask, “Who are our worlds for?” Because worlds are made up from the “descriptions and constructions of life,” they are open to re-description and re-construction (Lugones 10). This conference takes the pun on J. L. Austin’s How to Do Things with Words seriously to think, on the one hand, about the performativity of word-making, and on the other, its interplay with “world”-making. How does language construct the worlds we inhabit, and what are its uses and limitations in spurring action or bringing about new possible worlds? How do we do the things that are urgently begging to be done with the skills that we’ve spent years cultivating? What opportunities can be leveraged, what constraints must be negotiated, and what limits must be acknowledged in investing in our scholarship and teaching as a force for doing things with, in, and at times, against worlds?

“How to Do Things with Worlds” is, for us, a question of what we should be making out of this specific moment. In your own reflections on how to do things with worlds, some topic areas to consider may include (but are not limited to):

- How – The attitudes towards our doing.
  - The role of academia in public or civic action
  - Speculative realism
  - Critique and post-critique
  - Affect studies

- To Do – Action that may involve our being and our knowing.
  - Queer worldmaking
  - Materiality and language
  - Performance studies and performativity

- Phenomenology
- Reception theory and historiography
- Things – Putting our knowledge to material uses.
- Social activism and protest
- Public-facing scholarship and public humanities
- Pedagogy
- World(s) – Life, shared.
  - Borders and migration
  - Rhetorics of space and place
  - And more…

We invite proposals for:
- Individual scholarly papers and creative works (15-minute presentations; 250-word abstract)
- Panels organized around a thematic topic (three 20-minute papers or four 15-minute papers; 350-word panel abstract as well as a brief abstract for each individual paper on the panel)

Email your submission to iugrad-conference@gmail.com by January 15, 2021. In your email, please submit your abstract (both in the body of the email and as an attachment), along with your name, institutional affiliation, degree, email, and phone number.

CEA MID- ATLANTIC REVIEW FALL 2021 ISSUE

THEME: TEACHING AND WRITING JUSTICE

DEADLINE: APRIL 15, 2021

The CEA Mid-Atlantic Review invites scholarly articles, position papers, and pedagogical reflections on the theme “Writing and Teaching Justice” for its Fall 2021 issue, considering topics such as:

- Black Lives Matter in the classroom
- The rhetoric of protest
- Writing & (righting) civil disobedience
- Online education pre- and post-pandemic
- Pedagogy for a pandemic
- And more!

Submit 3,000–5,000-word articles as a Word or Google document to CEAMidAtlanticReview@gmail.com by April 15, 2021. More information can be found at the following link: http://bit.ly/3pcSxzZ.
# January 2021

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