SED 5010 INCLUSIVE TEACHING

Course Syllabus

DIVISION: Teacher Education

PROGRAM AREA: Special Education

COURSE: Inclusive Teaching

SECTION: SED (5010)

COURSE CREDITS: 2 credit hours

TERM/YEAR: Fall 2012

COURSE LOCATION: 0228 State Building

TIME: Monday 5:00-6:50 PM

INSTRUCTORS: Dr. Estella Marshall-Reed, EdD

OFFICE/PHONE: Office: 313-827-3141 Cell: 313-466-6215 Email: af3511@wayne.edu

OFFICE HOURS: By arrangements only

COLLEGE OF EDUCATION THEME

"The Effective Urban Educator: Reflective, Innovative and Committed to Diversity” reflects the mission of the college and is the driving force of our commitment to education.

COLLEGE OF EDUCATION CLAIMS

Effective urban educators are Reflective Practitioners who can accurately assess themselves and develop plans for improvement.
Effective Urban Educators are *Innovative Practitioners* who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.

Effective Urban Educators are *Committed to meet the needs of a diverse population.*

**COURSE DESCRIPTIONS, GOALS AND OBJECTIVES/LEARNING OUTCOMES:**

**Course Description:** Strategies and techniques for teaching children and youth with differing academic, social-emotional, and sensory-physical abilities together in general education, using best instructional practices.

**Goals and Objectives:**

**Course Goal:** To provide teachers with knowledge and skills to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to maximum extent possible. (IDEA 2004 Section 1400(c) (5) (E))

The focus of this course is to provide regular education teachers and other professionals with the ability to:

- Examine inclusive education as a process that engages issues of difference across ability, class, race, culture, age and socio-economic status.
- Understand the characteristics and needs of exceptional children.
- Understand the nature of the various exceptionalities and implications of teaching.
- Understand how to participate in effective planning for the participation of students with disabilities in regular classes.
- Know that laws and regulations that govern educational provisions for exceptional students from observation through formal IEPC (Individualized Educational Program Committee) process.
- Understand scientifically based instructional techniques and strategies, which will increase the competence and effectiveness of regular education teachers as they include exceptional children into regular classrooms.

**Required Text**


**Additional Optional Reading:**

4. Links on Blackboard Site: Positive Behavioral Support (7 modules); IDEA Individuals with Disability Education Act (comprehensive)

**Learning Outcomes:**

Upon completion of the course, the student will display the following dispositions.
Promote and maintain a high level of competence and integrity in the practice of the teaching profession.
Exercise objective professional judgment in the practice of the teaching profession.
Apply cooperative / collaborative group skills necessary in the practice of the teaching profession.

Assignments (details below):
1. Assigned readings from textbook and handouts; PowerPoint; Videos
2. Personal Reflections Papers (2)
3. RTI (Response to Intervention) Paper and Response (1)
4. Mid-term Examination (1)
5. Activation Questions (4)
6. Final Project-Inclusive Education Choice Activity (1)

COURSE ASSIGNMENTS:

1. Personal Reflection Papers (40 Points)
   A. You are to submit (2) personal reflections during this semester. Your papers should describe your thinking and learning in this course. This assignment aims to help you think reflectively about the content of the class and trace your thinking and learning process. Quality writing is expected across the content of the assignments.

   B. Thinking about Inclusive Education. Due September 17, 2012, 1-2 pages double-spaced paper in which you describe your experiences, thoughts, and feelings about including students considered gifted and those with special needs (mild to severe) in general education classes with support. (20 points)

   C. Learning and Thinking. Due December 10, 2012, 2-3 pages doubled-spaced paper due at the end of the semester in which you describe (a) your thinking process during the semester related to inclusive teaching, (b) what you learned and how well your learning goals were met; (c) self-assessment using the KWL process. (20 points)

2. Response to Intervention (100 points) Due October 1, 2012
   You will locate two research articles related to RTI. The paper will identify RTI (15 points) and how it works in practice (15 points). You will also identify the implications (15 points) for general and special education focusing on the impact of inclusive education. Next, you will summarize (10 points) both articles and identify what further research needs to take place (15 points). Finally you will end the paper with a professional reflection of RTI based on your research (20 points). This paper will also reflect your ability to address and identify practices within the educational field and acknowledge what impacts the classroom directly. The paper must also follow APA format (10 points). Two article examples and written paper is included under assignments on the blackboard site.

3. Midterm Examination-(200 points) Due October 29, 2012-The Midterm Examination will take place in the classroom. The exam will covers chapter 1-3, 5 & 6. Specific details will follow throughout the semester.

4. Activation Questions (200 points) Due Dates: 10/8, 11/5, 11/19, 12/3
There are 4 sets of activation questions posted on the Bb Assignments. Each student is to respond to the activation questions before the designated due date. Each set of questions will be worth 50 points. The activation questions will be in direct response to topics covered in the chapter readings, PowerPoints, video clips and digital media materials.

Final Project - Inclusive Education Choice Activity (220 points) Due December 17, 2012

Each student will select one of the choice activities on the hand-out. A proposal for the selected choice activity is due on September 17, 2012. You will send the proposal to the instructor’s regular email address located on the 1st page of the syllabus. You may choose to select your project from the list of choices provided on the bb site or propose different projects. If you select a project from the list, please provide the name and number of the project in your report. If you are proposing a different project, provide a title and detailed description of what you intend to do and the type of product you will produce.

The activity is meant to engage you into inclusive education with a meaningful understanding of some key elements that exist within this environment. You will create the items listed within the activity as well as provide a written report. This report will begin with an introduction of your choice activity and why you chose it. Then you will critically analyze the activity based on understanding and make recommendations on what would have made the situation better. There are examples provided on the bb site.

Attendance and Participation (130 points)

1. Attending all 13 class sessions, assignments turned in on time and group participation and working effectively as a group will ensure all points (Home Teams). These points will accumulate throughout the semester.

2. Attendance. Absence, lateness, and leaving early damage the efforts of the group as a whole. If you are absent, you are responsible for acquiring information from other students and the materials distributed in the class you missed. The instructor will hand out a weekly sign-in sheet and you are responsible for assuring that your name appears on this sheet as this will be the record that validates your attendance. Note that you cannot pass this class with more than two absences. Arriving late or leaving early will be treated as a partial absence.

3. Participation. Each student is expected to read assigned materials on the dates given and to come to class with thoughts and ideas to contribute to the group learning process. Students are expected to actively and intently participate in in-class learning activities to learn and to support the learning of peers. The professor will keep observational notes of student participation that will be used as part of assigning grades.

4. Home Teams We will engage in many collaborative learning activities including weekly text dialogues (see below). You will join a “Home Team” of 3 individuals. You should get help from and give help to other students, particularly those in your Home Team.

5. Chapter Reflection & Dialogue (130 points) Each week you will be assigned 1-2 chapters of the book to read. For each chapter you are to write a reflection that includes
the following: (1) summary and discussion of 2-3 key ideas or strategies that you found useful; (2) your thoughts, feelings, and ideas regarding the information in the chapter; and (3) ways you might apply the information or strategies in the chapter. You will develop a short written report and bring a copy to share with your Home Team Members.

In each class, 15 minutes will be provided for you and your Home Team to discuss and have dialogue regarding each chapter. During this time each of you should (1) discuss key content in the chapter; (2) share the thoughts and ideas in your reflection and (3) discuss as a group issues raised in the chapter and ways you may use the information and strategies presented as a teacher.

In each of these dialogue sessions, you should take the following roles to help the group function well: (1) discussion facilitator; (2) timekeeper and evaluator; and (3) notetaker. (Chapter Discussion Recording Form)

**One person will be responsible for bringing a hard copy of a resource related to each chapter and share with your Home Team.**

6. As part of your participation grade, you will need to select a **Peer Reviewer** (See the handout on the role of the peer reviewer).

**Plagiarism**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments. You can find more information on plagiarism after the schedule in this syllabus as well as under course documents on our Bb site.

**Evaluation and Scoring System:**

All assignments sent to the instructor must be written carefully with correct sentence and paragraph structure, grammar, and spelling formatted according to the "Publication Manual of the American Psychological Association (APA)," 5th Edition (2001). Write carefully with correct sentence and paragraph structure, grammar and spelling. All use of references need to follow APA conventions. If you do not follow the APA format your grade will be affected. Please provide a cover page as well.

- All submitted work must be the original work of the student; instructor will follow procedures per Dishonesty Disclaimer in WSU Student Handbook.
- **Grading is based on absolute, rather than comparative criteria.** The final grading scale is as follows:

  1020-970=A
  969-919=A-
The 1020-points available are divided across assignments as follows:
Reflective Journals (40-points)
RTI paper and discussion (100 points)
Attendance (120 points)
Participation (120 points)
Blackboard Activation Questions (200 points)
Mid-Term Examination (200 points)
Inclusive Education Choice Activity (220 points)

Enrollment/ Withdrawal Policy
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Any withdrawal notation (WP, WF, or WN) will count as an attempt at a course, per University policy, and will be taken into account with respect to College repeat policies. Therefore, think carefully before withdrawing from a course.

“I” = In order to receive an “I” grade; you must be regularly attending this class and submitting work on an ongoing basis. You can not get an “I” grade unless you have completed all work up to when
the request form is turned into me. You must request an “I” in writing. In addition, this will only be granted based on extreme circumstances. No person will receive a final grade until all of the required assignments are completed.

Please note: The information contained in this Syllabus can be changed at anytime without prior notice at the discretion of the instructor if deemed necessary.

Course Policies:
- Make up assignments in cases of documented emergencies must be pre-arranged with the instructor.
- Regular attendance is expected, meaning turning your assignments in on time, attendance at the first class meeting. Late assignments mean absent for that day and you will lose assignment and attendance points (mark down of 10% each day for all late assignments – will not accept anything over a week late).

Getting Help:
You will have a variety of resources from which to obtain assistance during the course. These include the following:

- Computer and Information Technology: Blackboard, email, Pipeline: Call C&IT at 313-577-4778 or email helpdesk@wayne.edu
- COE computer lab - General Purpose Lab (room 114) has technicians available to assist you. Monday – Thursday 10 am – 9 pm and Friday 10 am – 5 pm or contact Donna Carroll at 313-577-8116 or decarroll@wayne.edu.
- Adamany Undergraduate Library Computer Lab
- Other students. Your peers are a great source of information and can make excellent suggestions to you. My aim is that you will share with one another regarding your individual assignments / projects and provide assistance to one another. Please take responsibility for one another. If someone is having difficulty, try to help him or her out and make sure they communicate with me.
- Instructor: I am willing to provide assistance on your assignments both within and outside of class. The best way to do this for me is via email, either directly or from the course website (please do not post your private questions or concerns on the Blackboard course site) however, contact me if you have questions regarding how to approach an assignment / project or if you are having difficulty. I may also be able to put you into contact with other knowledgeable individuals or resources that may be helpful. Turn around time for emails are generally less than 24 hours. I will NOT respond to questions that are covered in the syllabus or on the Blackboard site. I will respond, however, asking you to check your syllabus or the Blackboard site. I will not repeat information already covered or posted. Emails will NOT be answered unless they include your course number, section, your name, and your group number.

IMPORTANT NOTES (you must read it all):
- General Expectations Regarding Written Assignments. All written assignments must use proper spelling and appropriate grammar. It is advisable to proofread your paperwork before handing it in. You must use APA format when choosing to incorporate citations of references. It is important to hand in all assignments on time. Late assignments will affect your grade and attendance points. In addition, turn around for grading assignments is generally a week from due date.
- Assignment Submission:
  - All written assignments will be submitted as online attachments via Blackboard
  - Only one copy of the group reflection sheet is to be submitted from each group by the group leader.
  - Make sure to only include active group participants’ names on the submitted copy.

Research and Writing Process:
Please refer to the following website if you need assistance with research and the writing process: http://uwc.tamu.edu/faculty/webliography/ResearchProcess.html. Content covers: Research Process, Style Manuals, Writing, Research, Style, Grammar and Punctuation.

THE WRITING CENTER
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.
To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

CORRESPONDENCES:

- All email correspondences must include your course number, section, full name in the email subject line.
  - The instructor teaches several classes and needs to filter emails according to the class and section numbers.
  - Please include your full name when sending emails.
  - Unsigned emails or those emails without the course number and section in the subject will be sent back to the sender to be resubmitted.
- It is your responsibility to check the Blackboard Announcement Page and your WSU email at least two times a week for updates and possible changes.
- Instructor is not responsible if you do not receive emails in the event you redirect your WSU email to your personal email and your personal email box is full, inactive or if you change your email address. It is highly recommended that you use your WSU AccessID email to ensure receiving all emails.
- It is your responsibility to be prepared for each class session.
- You must save all Bb course documents your own computer.
  - Some of the documents will open in Blackboard, but you cannot save your work on the course site document.
  - You must have your own copy to begin working on your own assignment.
  - Open your assignment, save it to your computer and then send it to your instructor via email attachment.
  - Go to Course Information - Student Help if you need details about how to save a document from this course site on to your own computer.
- You can copy, cut, paste, print and save everything in this course to your computer EXCEPT the activation questions.

Attention Students with Disabilities

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only).

Religious Holiday observance:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious
holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

BLACKBOARD COURSE SITE

A course website is available on which are posted much information that may be useful to you including syllabus, schedule, handouts, resources, information for each chapter of the book including exercise forms and links. Examples of past student assignments are also available online (see the link for Learning Works!). While you are not required to engage in online dialogue, a section of the discussion board will be available for this purpose. Additionally, each group will have a page that you can use in working on collaborative assignments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Module Topic</th>
<th>Assignments and Readings</th>
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</thead>
</table>
| Week #1 9/10/12 | Special Education Inclusion  
Inclusive Learning Environment | (Week 1)  
Initial Class meeting  
Introduction to course  
Introduction PowerPoint  
Optional Internet Links:  
Special Education Inclusion [http://www.weac.org/resource/june96/speced.htm](http://www.weac.org/resource/june96/speced.htm)  
Inclusion [http://www.uni.edu/coe/inclusion/index.html](http://www.uni.edu/coe/inclusion/index.html)  
Assignments  
Classroom Activities/Dr. Gardner (MI Theory)  
Create Home Teams (3-4 individuals)  
Select a Peer Reviewer |
| **Room 228 State Building (MAIN CAMPUS)** | | |
| Week #2 09/17/12 | Special Education Labeling  
Special Education Process  
Legislation/IDEIA  
Historical & Philosophical Background  
Inclusion  
Inclusive Learning Environment | (Week 2)  
Readings: Chapter 1, View PowerPoint 1  
Assignments  
Classroom Activities  
Chapter Reflections & Dialogue (Home Teams)  
Proposal for the Choice Activity due  
1st Personal Reflection Paper due on Bb |
**Week #3**  
09/24/11

*Inclusion vs. Segregation*

*Outcomes*

*Evaluating Success*

(Week 3)

**Readings:** Chapter 2, View PowerPoint 2

**Assignments**

Classroom Activities
Chapter Reflections & Dialogue (Home Teams)

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**Week #4**  
10/1/12

*Partnership*

*Support*

*Family Collaboration Community*

(Week 4)

**Readings:** Chapter 5, View PowerPoints 5

**Optional Internet Links:**

Special Education Inclusion  
http://www.weac.org/resource/june96/speced.htm

Inclusion  
http://www.uni.edu/coe/inclusion/index.html

**Assignments**

Classroom Activities
Chapter Reflections & Dialogue (Home Teams)
Response To Intervention (RTI) paper due

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**Week #5**  
10/8/12

(Week 5)

**Readings:** Chapter 6, View PowerPoint 6

**Assignments**

Classroom Activities
Chapter Reflections & Dialogue (Home Teams)
(Activation Question(s) #1 due on Bb)
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<tr>
<th>Week #6 10/15/12</th>
<th>(Week 6)</th>
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<tr>
<td>Speech/Language</td>
<td>Readings: Chapter 3, View PowerPoint 3 Read: Federal Definition of Disabilities (Course Resources)</td>
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<tr>
<td>Multiple Disabilities</td>
<td>Optional Internet Links:</td>
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<tr>
<td>Hearing Impaired</td>
<td>Internet Resources for Special Children</td>
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<td>VI, HI, OHI, POHI</td>
<td><a href="http://www.irsc.org">http://www.irsc.org</a></td>
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<td>TBI, EI</td>
<td>Down's Syndrome</td>
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<td>Low Achievers</td>
<td><a href="http://www.downsyndrome.org/">http://www.downsyndrome.org/</a></td>
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<td>ADD / ADHD</td>
<td>The Arc of the United States</td>
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<td>Autism, CI, LD</td>
<td><a href="http://www.thearc.org/">http://www.thearc.org/</a></td>
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<tr>
<td>Gifted &amp; Talented</td>
<td>Information for Independence <a href="http://www.naric.com/naric/">http://www.naric.com/naric/</a></td>
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<td>Language/ESL</td>
<td>LD OnLine <a href="http://www.ldonline.org/">http://www.ldonline.org/</a></td>
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<td>504, At Risk</td>
<td>Behavioral Concerns <a href="http://www.nde.state.ne.us/SPED/iepproj/factors/beh.html">http://www.nde.state.ne.us/SPED/iepproj/factors/beh.html</a></td>
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<tr>
<td>Using Physical Space</td>
<td>Disabilities Studies and Services Center <a href="http://www.dssc.org/">http://www.dssc.org/</a></td>
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<td>Universal Design</td>
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<td>Healthy Learning</td>
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<td>Environments</td>
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<td>Learning Styles</td>
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<td>Community Building Relationships</td>
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<tr>
<th>Week #7 10/22/12</th>
<th>(Week 7)</th>
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<tr>
<td>Readings: Chapter 7; View PowerPoint 7</td>
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<tr>
<td>Optional Internet Links:</td>
<td>Center for Effective Collaboration &amp; Practice <a href="http://cecp.air.org/">http://cecp.air.org/</a></td>
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<td>Untangling the Web <a href="http://www.icdi.wvu.edu/others.htm">http://www.icdi.wvu.edu/others.htm</a></td>
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<td>Assignments</td>
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<tr>
<td>Classroom Activities</td>
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<tr>
<td>Chapter Reflection &amp; Dialogue (Home Teams)</td>
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<tr>
<th>Week#8 10/29/12</th>
<th>(Week 8)</th>
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<tr>
<td>Readings: Chapter 9, View PowerPoint 9</td>
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<td>Assignments</td>
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<td>Classroom Activities</td>
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<tr>
<td>Chapter Reflection &amp; Dialogue (Home Team)</td>
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<td>Midterm Examination Due (In-Class)</td>
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<td>Week #9</td>
<td>Classroom design and assistive technology</td>
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<td>Academic curriculum accommodations and adaptations</td>
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<td>Student Assessment</td>
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**Assignments**

**Classroom Activities:**
Chapter Reflection & Dialogue (Home Teams)
(Activation Questions #2 Due on Bb)

<table>
<thead>
<tr>
<th>Week #10</th>
<th>Positive approaches to behavioral challenges</th>
<th>(Week #10)</th>
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<tbody>
<tr>
<td></td>
<td>Readings: Chapter 10 View PowerPoint 10</td>
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**Optional Internet Links:**
- National Center to Improve Practice in Special Education Through Technology, Learning Strategies
  [http://www2.edc.org/NCIP](http://www2.edc.org/NCIP)
- [http://www.ku-crl.org/htmlfiles/lscurriculum/ls.html](http://www.ku-crl.org/htmlfiles/lscurriculum/ls.html)

**Assignments:** FBA, BIP, PBS

**Classroom Activities**
Chapter Reflection & Dialogue (Home Teams)

<table>
<thead>
<tr>
<th>Week #11</th>
<th>No Face to Face Meeting</th>
<th>(Week 11)</th>
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<tr>
<td></td>
<td>Activation Questions #3 due on Blackboard</td>
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<tr>
<th>Week #12</th>
<th>Authentic Multilevel Instruction</th>
<th>(Week #12)</th>
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<tr>
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<td>Readings: Chapter 11 View PowerPoint 11</td>
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**Assignments**

**Classroom Activities**
<table>
<thead>
<tr>
<th>Week #13</th>
<th>Workshop Learning</th>
<th>Chapter Reflection &amp; Dialogue (Home Teams) (Week #13)</th>
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<tr>
<td>12/3/12</td>
<td>Multiple Intelligences</td>
<td>Readings: Chapter 12, View PowerPoint 12</td>
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<td>Scaffolding</td>
<td><strong>Assignments</strong> Classroom Activities</td>
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<td>Literacy</td>
<td>Chapter Reflection &amp; Dialogue (Home Teams) (Activation Questions #4 due on Bb) (Week #14)</td>
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<td>Challenges</td>
<td><strong>Readings:</strong> Chapter 13, View PowerPoint 13</td>
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<td>Week #14</td>
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<td><strong>Assignments</strong> Classroom Activities</td>
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<tr>
<td>12/10/12</td>
<td></td>
<td>Chapter Reflection &amp; Dialogue (Home Teams) Final Reflection Paper due on Bb</td>
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<td>Final Exam Week – Final Project Due 12/17/12 Final Reflection Paper due on Bb</td>
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<td>Work on Course Evaluation</td>
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<td><strong>Final Exam Week – Final Project Due 12/17/12</strong></td>
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<td><strong>Course Evaluation Due</strong></td>
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<td>Week #15</td>
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<td>Instructor will not accept late assignments that are over a week late. If an assignment is late (day) it will be marked down 10% each day. (Week #15)</td>
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<tr>
<td>12/17/12</td>
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