

Winthrop University – Richard W. Riley College of Education
ELEM 293: Laboratory Experiences in the Elementary Classroom
Syllabus - Fall 2016

Instructor: Dr. Linda Pickett
Office: 232-O Withers
Office Telephone: 323- 4775
Office Hours: Monday 12:30-3:30 pm
Tuesday 3:00-4:00 pm
Wednesday 12:30-3:30 pm
Thursday 3:00-4:00 pm
Friday 10:00-11:00 am (Virtual)
Other times are available by appointment
E-mail: pickettL@winthrop.edu (This is the best way to contact me.)
Blackboard: <https://bb-winthrop.blackboard.com> – selected assignments will be submitted to Blackboard
In case of emergency, please leave a voicemail on my office telephone or email me. You may also contact the Curriculum and Pedagogy Department office or leave a message at 803.323.2115.

Course Details: Section 001 – Tuesday and Thursday, 9:30-10:45, Room 215 Withers

Credit Hours: 2 credit hours

Pre-requisite: EDUC 101

Catalog Description: This course is designed to provide instructional and non-instructional teaching experiences with students under the direct supervision of a mentor teacher. Field-based assignments are required.

Course Goals: The course is designed to meet the following competencies as outlined in the Domains of the College of Education Unit Standards:

- Develop basic observational skills.
- Explore a variety of instructional strategies for elementary teaching and learning.
- Use technology as a communication tool.
- Understand ethical principles of the profession including those pertaining to students, parents, colleagues, community and the profession.

Course Content for Site-based Placement: You will have the opportunity to do the following in your field experiences:

- Plan and carry out specific learning activities: a read aloud lesson, tutoring, monitoring tests, using technology, assessing student work and supervising student study.
- Perform non-teaching duties such as assisting with supervision in different areas of the elementary school: playground, lunchroom, library and computer lab supervision.

- Make teaching materials such as bulletin boards, games, charts, centers, and models.
- Use office machines and other technology for the development of student activities and reflective practices.
- Develop an understanding of classroom management strategies for effective teaching and learning.
- Observe the teacher, students, and other school personnel in the school setting and reflect on those observations.
- Reflect on your field experiences to develop a deeper understanding of classroom management for elementary students.

Students with Disabilities/Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and require specific accommodations to complete this course contact the Office of Accessibility at 803-323-3290 or accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility so that I am aware of your accommodations well before the first assignment.

Course Resources: A textbook is not required. Students are required to access course materials on Blackboard and LiveText for assessment management.

Winthrop University Initial Teacher Preparation: Unit Standards Framework is available at this link <http://www.winthrop.edu/uploadedFiles/coe/UnitStandardsJuly2012IndividualPages.pdf>

LiveText Requirement: The Richard W. Riley College of Education requires students to purchase LiveText and the Field Experience Module. These are online management tools that will reinforce your learning experience. You will have the opportunity to use LiveText in a variety of ways that will benefit you. LiveText serves not only as a learning tool but also as a repository that allows you to collect, evaluate and reflect on your work. If you have not done so already, purchase your LiveText account and the Field Experience Module at www.livetext.com before the second day of class. For additional information on LiveText at Winthrop, visit the Winthrop LiveText Support Website at: <http://coe.winthrop.edu/livetext/>. Help with LiveText is available in the ITC in the third floor of the Withers Building.

Objectives: The course is aligned with Association for Childhood Education International (ACEI) Standards and designed to achieve the following learning outcomes.

Winthrop COE Learning Outcomes	ACEI 2007 Standards
Provide students opportunities to work with children and educators in school settings prior to internship.	ACEI 1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. ACEI 2007 Standard 5.2 - Collaboration with families, colleagues, and

	community agencies- Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional physical growth and well-being of children.
Provide students opportunities to develop appropriate teaching practices.	ACEI 2007 Standard 3.1 - Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community; ACEI 2007 Standard 3.5 - Communication to foster collaboration – Candidates use their knowledge and understanding of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
Evaluate teaching experiences with feedback from host teacher and course instructors	ACEI 2007 Standard 5.1 - Professional growth, reflection and evaluation- Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professionals decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Standard/Assessment Alignment

Learning Outcomes	ACEI 2007 Standard	Assessments
Teacher candidates work appropriately with children and educators in school setting prior to student teaching.	ACEI 1.0 ACEI 3.1 ACEI 3.5 ACEI 5.2	<ul style="list-style-type: none"> • Get to Know You Activity and Reflection • Read-Aloud Lesson Plan • Classroom Environment Observation • School Community Presentation
Teacher candidates develop appropriate teaching practices	ACEI 3.1 ACEI 3.5 ACEI 5.2	<ul style="list-style-type: none"> • Read-Aloud Lesson Plan • Context for Learning • School Community Presentation
Teacher candidates evaluate their teaching experiences with feedback from host teachers and the course instructors.	ACEI 5.1	<ul style="list-style-type: none"> • Classroom Environment Observation • Host Teacher Evaluation • Final Reflection

Attendance

Attendance requirements, in class and during the field experience, must be met and ALL required assignments must be completed satisfactorily. **A grade of C or above must be earned.** Grading rubrics and checklists are aligned with class and field assignments.

Class Attendance and Participation

26 Points

According to Winthrop University Policy “Students are expected to attend classes and should understand that they are responsible for the academic consequences of missing class. The student is responsible for all requirements of the course regardless of absences. Instructors are not obligated to provide makeup opportunities for students who are absent...”

Attendance is essential to success in this class. There are 13 on-campus class sessions. You will receive 2 participation points for each day that you are in attendance. You are expected to participate in all whole group and small group discussions. These class sessions cannot be made up. You are expected to demonstrate high standards for professional dispositions required of Winthrop students in the College of Education. To ensure that you demonstrate an excellent understanding of the importance of attendance, the following guidelines will be used to monitor your attendance and participation.

1. If you arrive for class late or leave early 1 point will be deducted from 26 points.
2. You are expected to email the instructors to explain any class absence. In the event of a medical or personal emergency, it is your responsibility to contact the office of Dr. Bethany Marlowe, Dean of Students, at 323-4503 to have an official notification sent to the instructors. Documented excuses for absences such as a doctor’s note or verification from the Dean of Students will be used as an excuse for missing the class; however, *attendance points can only be earned if you are actually present for class sessions.*
3. Missing more than 2 classes is considered excessive for this class that only meets on campus 13 times. If you are absent three times, your grade will be lowered one full letter grade. If you are absent four times, your grade will be lowered an additional letter grade. Five unexcused absences will result in an F for the ELEM 293.
4. If you come to class late, it is your responsibility to see me after class to make sure your “absence” is changed to a “tardy” in class attendance records. *If you are absent on the day that an assignment is due, you are still responsible for turning in the assignment that day.*

Religious Observances: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the course instructors, in writing, by the second class meeting.

Teacher Education Professional Dispositions and Skills

As an educational leader and a student in ELEM 293, you are expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each teacher candidate is expected to exhibit the following four dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families:

- **Fairness** - Assumes responsibility for the learning of all students* in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.*
- **Integrity** - Demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the University and the profession.
- **Communication** - Interacts in ways that convey respect and sensitivity.
- **Commitment** - Embraces the complexity of work through reflective practice and professional growth.

* “All students” includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins (NCATE Unit Standards, 2008).

These professional dispositions have been integrated into the course assignments, assessments, and class policies for ELEM 293.

Professionalism

As a developing educator, you are expected to display professionalism in dress and demeanor and attitude toward learning and participating in a classroom at Winthrop University and in an elementary school. You should demonstrate your ability to make ethical decision in this University course and in your field experience school. You are encouraged to actively contribute and participate in this class by engaging in individual and group activities, reflecting and sharing your experiences, and respecting the perspectives of others. Please be courteous and listen while others are talking.

Our class will be conducted as a professional learning community. You are expected to focus on the topics under exploration, to show respect for your peers, and to participate in class dialogue. This requires that you come prepared for each class. As a sign of respect for all members of our learning community, please be sure that **ALL** cell phones, iPads, and all other electronic and Bluetooth wireless communication devices are on **silent** during class time unless you are asked to use it for a classroom activity. Laptops, iPads, etc. are permissible if they are used to take notes, pictures, etc. for academic purposes only. *Texting/e-mailing during class is not permitted. If you receive an emergency communication and have to respond during class time, please step outside and return in a timely manner. Not following this policy may result in a disposition.*

In order to protect the academic integrity of the course, family members and friends are not permitted to accompany teacher candidates to class.

Professional dress is expected of all students during the time in the field. Please read the guidelines in the Early Field Handbook for specific requirements.

Student Code of Conduct and Academic Integrity

Student Code of Conduct: As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online (<http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf>).

As your professor, I value academic integrity; therefore I will take appropriate action if I suspect cheating or plagiarism in class. Cheating, plagiarism, or any other form of academic dishonesty may result in a grade of “F” for the course. For examples of infractions of academic discipline, please consult the *Student Academic Misconduct Policy* in the Winthrop University Student Handbook. Some instances of academic misconduct include providing or receiving unauthorized

assistance in academic work, using the same work for two or more courses, and/or presenting someone else's work as your own.

Do not use another person's ideas or words without citing the source. Borrowed or adapted material must not appear to be your original work.

Field Experience Information

Before going into the Field Experience: You must pass the background check, FERPA Training I Module on Blackboard, and Early Field Experience Handbook Pre/Post Test on Blackboard before you will be allowed to begin the field experience for this course.

Field Experience Attendance Policy: Attendance in your field experience is mandatory. During field experience weeks, you will go to your placement instead of coming to class. You are expected to be in your field experience placement during class time (9:30-10:45) Host teachers plan for you to be in their classes on Tuesday and Thursday. It is inconvenient for host teachers for you to change your field experience dates. While emergencies may happen and illness may occur that will prevent you from attending all field experience sessions on the assigned dates, rescheduling time without a pre-approved reason is strongly discouraged. **Both your host teacher and your course instructor should be notified in advance to provide approval for rescheduling a field experience session. Failure to let BOTH the host teacher AND your course instructors know of your need to change field experience days will be labeled as a NO SHOW for the field experience day.** If it is determined that you changed field experience time without letting us know of your plans, there will be an automatic point deduction of 5 points from your overall course grade for the first violation. If there is a second event of not notifying both the host teacher and instructors, the point deduction will increase to 10 points. A third event will result in a 15-point deduction from your overall course grade.

The classroom teacher as well as the ELEM 293 instructor will monitor attendance in the field. Any missed field experience class **MUST** be made-up. If you miss a class, arrange a make-up time with the host teacher right away and notify the course instructor of the arrangements. **Without a documented make-up session, one absence in the field experience may result in an "F" in the course.**

Field Experience Time Log in Live Text **10 points**

You must document all days and activities in the field experience in the Field Experience Time Log in the Live Text Field Experience Module. Your field experience log is a graded assignment worth 10 points. Your log should be completed each day you are in the field and your host teacher must approve all logs. Please check with your host teacher to remind them to regularly approve your log. Your completed logs will be checked periodically throughout the field experience and at the midterm and final evaluation time. You will not be penalized for the host teacher's approval but there will be a one-point deduction for each day *your* completed log is late. Field experience logs must be completed and approved by November 10. Your host teacher must approve the hours for you to complete the field experience.

LiveText reference guide: Using Mozilla Firefox for Windows or Safari for Apple, follow the steps below for entering time and activities completed during a field experience session.

- Go to www.LiveText.com
- Enter username and password
- Click Login
- Click on FIELD EXPERIENCE (tab at top left)
- Click on VIEW PLACEMENT DETAILS (upper right hand corner)

In the log at the top right hand corner enter:

- Date
- Teacher's name under "Class Info"
- Briefly describe what you did that day
- Hours/minutes spent in the classroom

The host teacher must then log in to his/her account and, following the same directions above and then approve the information entered by the teacher candidate. The Field Experience module can also be used to communicate with the host teacher via email. Attachments may also be uploaded and sent via the email system. For more detailed information go to the LiveText Handbook at

http://www2.winthrop.edu/rex/rex/field_documents/handbooks/livetext_usersguide_122214.pdf.

Field Experience activities for which you are responsible: In class, on September 8, you will send your host teacher an introductory email. The instructor should be cc'd on this email. This email should provide some introductory information about you and the dates and times you will be in the classroom. You should also let the host teacher know that you will bring a letter with you on the first day that will describe the expectations for the field experience. On the first day of your field experience, you will deliver a hard copy of the instructor's letter to your host teacher. You should also meet with your host teacher and discuss what he/she would like you to help him/her do. In addition to assisting your host teacher, you are required to complete these assignments that demonstrate your developing understanding of the elementary environment:

- Get to Know You Activity and Reflection
- Context for Learning
- Classroom Environment Observation
- Read-aloud Lesson and Reflection
- Work with peers to develop a school community presentation

You are NOT a substitute and CANNOT be left in the room by yourself with students and/or act as a substitute while you are in the classroom for ELEM 293.

Teacher Evaluation of Field Experience:

Your host teacher will assess your performance using the midterm and final evaluation. The **midterm evaluation (done after your day in the field on October 6) is formative and should be used to reflect on your strengths and areas for improvement.** *The instructor will meet with you if you score unsatisfactory in any area.* You will be evaluated on the following criteria on the midterm and final evaluation:

- Cooperates with administration and classroom teacher

- Demonstrates professionalism, including punctuality and dress
- Effectively uses suggestions, feedback, and constructive criticism
- Demonstrates interest and enthusiasm for the profession
- Demonstrates adequate academic preparation
- Works effectively with students
- Shows initiative in the classroom

In order to pass this course, you must receive a satisfactory final teacher evaluation of field experience. The minimum score to receive a satisfactory evaluation is 15.5 out of 21 points.

- If you do not receive a passing score on the field component in this course, the highest possible grade that you can earn in the course is a C- which means you will have to repeat the course.
- If you earn a satisfactory evaluation in the field experience but a grade of C- or below on the assignments in the course, you must repeat the field component along with the course since the field experience is connected to successful completion of the course.

Confidential Student Information: While you are observing and assisting in elementary classrooms you may acquire student information. You are required to pass the FIRPA Training Module and respect the confidentiality of all student information. Please do not take photographs/video/recording of students without written permission. Students must have a release form on file before any photographs can be used. Check with your host teacher before you use a camera in the classroom. Do not use complete student names or remove or duplicate student files from their designated area. Do not duplicate any part of student reports or do not discuss the student in public. *Please also note that while a Winthrop University candidate, it is unacceptable to post anything about your students, your placement, your host teacher, or your school on **any social media**. If you have already done so, please take it down immediately.*

Course Assignments

Your grade in ELEM 293 will be determined by your points on the following assignments.

Assignment	Date Due	Possible Points	Points Earned
Class Participation and Attendance	Daily	26	
COE Essay	Draft – Aug 30 Final – Sept 6	12	
Get to Know you Activity and Reflection	Sept 15	10	
Classroom Environment Observation (ACEI 5.2)	Oct 4	18	
Host Teacher Midterm Evaluation of Field Experience	Oct 6	Formative Assessment	
Read-aloud Lesson (ACEI 3.1)	Oct 13	24	
Context for Learning	Oct 25	16	
Approved Field Experience Time Logs	Nov 10	10	
Host Teacher Final Evaluation of Field Experience	Nov 10	21	
School Community Presentation (ACEI 5.2)	10:45 am on	28	

	Nov 22		
Final Reflection	Friday, Dec 9	10	
Total		175	

Please record your points on this chart. You should know where you stand in this course at all times.

Grading Scale					
A	100-94%	175-165 points	C	77-74%	135-129 points
A-	93-90%	164-158 points	C-	73-70%	128-123 points
B+	89-88%	157-154 points	D+	69-68%	122-119 points
B	87-84%	153-147 points	D	67-64%	118-112 points
B-	83-80%	146-140 points	D-	63-60%	111-105 points
C+	79-78%	139-136 points	F	< 60%	less than 105 points

Please note: The plus/minus grading scale **will** be used in this course. **To pass this course, you must earn a grade of C or better and it cannot be taken as S/U.**

Assignments and Revisions

- Evaluation of the candidate's learning will be based on the objectives of the course and will be obtained through instructional projects, rubrics, class participation, lesson plan development, and the demonstration of skills in elementary planning and teaching.
- **Please note that late assignments will NOT be accepted without approval from course instructors and ten percent (10%) of the total point value of an assignment will be deducted for each day an assignment is late. An exception to the late deduction is if the instructor extends the deadline for a specific assignment.** All assignments are due at the beginning of the class. Deadlines may be extended for teacher candidates with adequate cause; for example: illness (requires Dr.'s note) and death in family (requires written verification). This must be discussed and approved by the instructor. *Please note: notification from the Dean of Students Office is required. (See Class Attendance and Participation Policy on page 4.)*
- All assignments must be submitted in a **two pocket folder with the appropriate rubric** or required attachment. Failure to submit work in a folder with the rubric or attachment(s) will result in a **2 point deduction** for the assignment. Before you submit an assignment, refer to the appropriate rubric or assignment description to ensure you have included all required components. The required rubric, printed from Blackboard, must be attached to the assignment or a one-point deduction will be made on the assignment.
- You may not request to revise an assignment for additional points. In the event that the course instructors ask you to submit a revision for an assignment, please note that all revisions will receive reduced point values to be fair to other class members.

A revised assignment will be averaged with the first assignment to determine the final grade. Revisions must be submitted by the date specified by the instructor.

Explanation of Course Assignments

1. College of Education Essay Draft **12 points**

To assist you with preparing for your application to the Teacher Education Program in the College of Education, you will write a draft of your essay using the required prompt. The prompt and rubric are on Blackboard. You will bring a rough draft to class on August 30 for peer feedback and editing. The final essay is due on September 6. The essay will be assessed using the *College of Education Admission to Teacher Education Essay Rubric*.

2. Get to Know You Activity and Reflection **10 points**

To prepare you for your first day in the field, design an activity that will help you get to know the students and help them get to know you as well. After you have completed the activity, you will reflect on the experience. Refer to the Get to Know You Activity Template on Blackboard for more details. The Get to Know You checklist will be used to assess the assignment.

3. Classroom Environment Observation **18 points**

You will use the Classroom Environment observation guide to reflect on the classroom management strategies that were implemented in your field placement. Refer to the Classroom Environment Observation assignment on Blackboard for the prompts and grading checklist.

4. Read-aloud Lesson **24 points**

You will choose a children's tradebook (narrative or informational) to develop a Read-aloud lesson using the assigned template. You are required to implement the read aloud lesson with the students at your field experience site. Book choices for the read aloud lessons should be discussed with and approved by the field experience host teacher. Refer to the Read-aloud lesson template on Blackboard for more detailed instructions and prompts. The Read-aloud Lesson checklist will be used to assess the assignment. There are some good examples of Read-Aloud Lessons at <http://curry.virginia.edu/reading-projects/projects/garf/Read-AloudIntro.htm>

5. Context for Learning **16 points**

This will be the first time you are introduced to the importance of the Context for Learning that you will encounter throughout your time as an ELEM major in the College of Education. You will work with your host teacher to complete the Context for Learning information for your assigned class. Refer to the Context for Learning assignment on Blackboard for the specific prompts and points that will be used to assess the assignment.

6. School Community Presentation **28 points**

You will collaborate with other students placed at your field experience site to develop and present of a multimedia project (for example, PowerPoint or Prezi) that highlights information about your school. The purpose of this assignment is to help you understand the children and families that make up your school community. You will interview administrators, teachers, and/or staff to learn more about the school community. Digital video and still cameras may be

checked out through the ITC. You will need a request form signed by the instructor to check out the equipment. Refer to the School Community Presentation Assignment on Blackboard for a complete list of the requirements and the grading rubric and checklists.

Each member of the team must submit his/her own project to LiveText. This is a key assessment for the course and should be uploaded to LiveText when the assignment is due. Failure to upload the School Community Presentation to LiveText by 10:45 am on November 22 will result in a decrease in your grade for that assignment of 2 points per day each day it is late.

7. Host Teacher Final Evaluation of Field Experience **21 points**

The host teacher will complete the final evaluation in Live Text of your performance in the field experience. (See criteria in Teacher Evaluation of Field Experience on page 6.) The teacher will complete this assessment by November 10.

8. Final Reflection **10 points**

For your final reflection, you will reflect on your experiences in the course and the field this semester. Refer to the Final Reflection assignment on Blackboard for more information on the requirements.

**ELEM 293
Fall 2016 Course Schedule**

Winthrop University Dates:	Field Experience Dates: Report to assigned elementary school during class time 9:30-10:45
August 23 – September 8	
	September 13 – November 3
November 10 – Dec 9	

Day	Location	Topics/Field Assignment Notes	Assignments Due
8/23	WU	Introduction to course	
8/25	WU	Planning a Read-Aloud Lesson The College of Education Essay overview	
8/30	WU	Peer feedback and editing of COE Essay	College of Education Essay Draft
9/1	WU	Context for Learning Research school sites for 293 placements	
9/6	WU	Classroom Environment Observation Getting to Know You Activity Write draft of email to host teacher	College of Education Final Essay
9/8	WU	School Community Presentation School Assignments for Field Experience and School Community Presentation Groups Live Text Field Experience Log	Bring electronic device to email host teacher

		Host Teacher Letter Introductory email to host teacher and cc Dr. Pickett	
9/13	School	Meet with host teacher to discuss field experience requirements and Context for Learning	Take hard copy of letter to host teacher
9/15	School	Assist teacher as directed Complete course assignments	Get to Know You Activity and Reflection due by 4 pm to BB
9/20	School	Assist teacher as directed Complete course assignments	
9/22	School	Assist teacher as directed Complete course assignments	
9/27	School	Assist teacher as directed Complete course assignments	
9/29	School	Assist teacher as directed Complete course assignments	
10/4	School	Assist teacher as directed Complete course assignments	Hard copy of Classroom Environment Project due by 4:00 pm to Dr. Pickett's office
10/6	School	Assist teacher as directed Complete course assignments	Midterm Teacher Evaluation of Field Experience by Host Teacher
10/11	School	Assist teacher as directed Complete course assignments	
10/13	School	Assist teacher as directed Complete course assignments	Hard copy of Read-Aloud Lesson and Reflection due by 4:00 pm to Dr. Pickett's office
10/18	School	Assist teacher as directed Complete course assignments	
10/20	School	Assist teacher as directed Complete course assignments	
10/25	School	Assist teacher as directed Complete course assignments	Hard copy of Context for Learning Factors project due by 4:00 pm to Dr. Pickett's office
10/27	School	Assist teacher as directed Complete course assignments	
11/1	School	Assist teacher as directed Complete course assignments	
11/3	School	Last day in field experience Assist teacher as directed Complete course assignments	<ul style="list-style-type: none"> • Finish all projects • Remind the teacher to do your Field Experience Evaluation! • Make sure to finalize all Field Experience Logs in Live Text and ensure Host Teacher approves all entries
11/8	No class – Election Day		

11/10	WU	Field Experience Reflection Discussion School Community Presentation Review and work session	Field Experience Logs Finalized and Approved in Live Text
11/15	WU	In class work session on School Community Presentation	Bring electronic device
11/17	WU	In class work session on School Community Presentation	Bring electronic device
11/22	WU	In class work session on School Community Presentation	Bring electronic device
11/24	No class – Thanksgiving Holiday		
11/29	WU	In class work session on School Community Presentation	Bring electronic device - Presentation Power Point due to LiveText by the end of class today.
12/1	WU	School Community Presentations	Group Presentation finalized
Friday 12/9	WU	Final exam 11:30-1:30 Final Reflection Discussion	Hard copy of Final Reflection due in class

**This schedule is tentative and may be adjusted throughout the course to meet the needs of students.*