THE CONCEPTUAL FRAMEWORK THEME

The theme/purpose of the conceptual framework undergirding the Education Department’s program is: To produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional depositions needed to function as effective teacher in a diverse world.

DEPARTMENT OF EDUCATION MISSION STATEMENT

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)
- Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

DEPARTMENT OF EDUCATION GOALS

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;

2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;

3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.
NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

**REQUIRED TEXT**


**REQUIRED FOR SHAW EDUCATION MAJORS ONLY**


LiveText with United Streaming can be ordered online.

Blackboard (required)

(High Speed Internet Access) – DSL

Students must be proficient in the use of Blackboard

Students must have access to a computer that can run video clips/multi media, powerpoints, etc.

**GENERAL COURSE DESCRIPTION**

This course investigates the role of the teacher as a facilitator and decision-maker who creates a classroom environment in which all learners can be successful. Students examine instructional practices and evaluation procedures that impact student learning. Classroom management, working with families, and the use of the NCSCOS are discussed and analyzed.

As a separate but related part of this course, a 30-hour field lab (EDU 251: Curriculum and Development Lab) is required. This 30-hour field lab provides students the opportunity to share in selected teaching duties with an emphasis on instructional methodology and teacher-student interaction.

**STUDENT LEARNING OUTCOMES**

Curriculum Development for a Community of Learners is designed to enable students to acquire relevant, minimum competencies as identified by DPI Standards and Indicators as well as the unit’s conceptual framework. Upon completion of this course, the students will:

Demonstrate the ability to be critical thinkers and problem-solvers with the professional dispositions and technological skills necessary to function as competent and effective teachers in a diverse world.

1. Demonstrate effective speaking and listening skills.
2. Know the major North Carolina regulations governing the teacher’s authority and responsibility for pupil management.
3. Identify cognitive processes that affect pupil performances in achieving instructional objectives.
4. Identify motivational techniques that influence pupil management.
5. Describe multicultural implications to be considered in planning instruction.
6. Demonstrate reasoning and reflective thinking.
7. Recognize inconsistencies, examine assumptions, and draw conclusions.
8. Recognize and analyze problems in the content area, identify possible solutions to problems, select problem-solving strategies, and evaluate problem-solving techniques.
9. Analyze emerging trends in the content area; think critically, effectively, and ethically to best meet the needs of all concerned.

10. Demonstrate understanding of the North Carolina Professional Teaching Standards and INTASC standards as they apply to prospective teachers.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION STANDARDS AND INDICATORS

**CORE STANDARDS**

*Core Standard 1.* Teachers know the content they teach.

*Core Standard 2.* Teachers know how to teach students.

*Core Standard 3.* Teachers are successful in teaching a diverse population of students.

**DIVERSITY STANDARDS**

*Diversity Standard 4.* Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

*Diversity Standard 6.* Teachers of diverse students are reflective practitioners who are committed to educational equity.

**TECHNOLOGY STANDARDS**

*Technology Standard 1.* Teachers demonstrate a sound understanding of technology operations and concepts.

*Technology Standard 3.* Teachers implement curricular plans that include methods and strategies for applying technology to maximize student learning.

**BIRTH-KINDERGARTEN STANDARDS**

*Standard 5.* Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.

*Standard 6.* Birth-Kindergarten professionals prepare for teaching and learning by creating an integrated and responsive environment.

*Standard 8.* Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.

*Standard 10.* Birth-Kindergarten professionals function professionally.

**ELEMENTARY EDUCATION STANDARDS**

*Standard 7.* Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

*Standard 14.* Elementary teachers develop strategies to address topics that are controversial to diverse groups.

**ENGLISH EDUCATION**

*Standard 11.* Teachers foster in students awareness and appreciation of their own and others’ cultures.

*Standard 12.* Teachers recognize commonalities and individual differences within the classroom.

*Standard 13.* Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.
MATHEMATICS EDUCATION

Standard 11. To promote diversity as a strength, teachers are knowledgeable about and sensitive toward various teaching/learning styles.

COURSE PROCEDURES

A variety of methods will be adopted, including lectures (powerpoint notes), discussion threads on Blackboard, collaboration on Blackboard, video clips from MyLabSchool, case studies, journal reviews, research paper, etc.

ASSIGNMENTS

This course engages students in thinking about strategies to design and deliver instruction in all areas of the curriculum. All projects should be posted on College Livetext (Shaw Education Majors Only) in addition to being posted on Blackboard.

1. **Quizzes and Exams.** There will be two quizzes based on the readings, lectures and discussions. A mid-term exam and a final exam will also be given.
   
   NC-T Standards: Core Standards 1, 2, 3 Diversity Standards 4, 6 Technology Standards 1, 3, ELED Standards 7, BK Standards 5, SPED Standards 8

2. **Reflective Paper** Due Date February 4, 2008

   Write a one page reflective paper describing **YOUR** elementary and/or secondary school experience, to include your teacher(s)’ teaching style, opportunities provided for the individual child, knowledge of content, professional dispositions, use of technology, opportunities to use critical thinking and problem-solving skills, care and concern for students, and professionalism.

   NC-T Standards: Core Standards 1, Diversity Standard 6, Technology Standard 1, INTASC Standard 9

3. **Semester Research Paper:** Due Date April 21, 2008

   The research paper should follow APA format and must be about 8-10 pages in length. The research paper must have no fewer than 5 references. (See APA format online at the following address: APA Website [http://www.uwsp.edu/psych/apa4b.htm](http://www.uwsp.edu/psych/apa4b.htm).

   - How to write, using the APA style
   - How to search the WEB to locate sources
   - Printout of WEB sites that provide tips on writing research paper
   - (Resource-MyLabSchool, Course, Foundation Intro to Teaching (CD), Research Navigator (FDRN) http://www.researchnavigator.com

   Standards: NC-T Core Standard 2, NC-T Diversity Standard 1, NC-T Technology Standard 1, INTASC Standard 9

4. **Journal Article Reviews:** POST ON BLACKBOARD

   Shaw University Education Majors Only must post on Blackboard and College LiveText. Read and report on two current journal articles using the following Shaw University Department of Education format:

   A. Title of Article:
   B. Author(s):
   C. Journal:
   D. Synopsis: (summarize in your own words; at least ½ page in length)
   E. Subjects: (people involved in the study; ex. (50) ten year old boys)
   F. Instrument: (kind of test, survey, etc. used to collect data)
   G. Findings: (outcome)
H. Implication/Application: (how will or can the information be used)
I. Reaction: (your personal reaction to the article)
J. NCDPI Standards/Goals and Indicators/Objectives  (NCDPI standards and indicators that align with the article)

All journal articles must be submitted with the article reviews. Each part in the format for article reviews (A-J) should be addressed.

Resource Site  Research Navigator  http://www.researchnavigator.com

Standards: NC-T Core Content Standard 2, NC-T  Core Diversity Standard 1, NC-T  Core Technology Standard 1, INTASC Standard 1, 9

5. Library Component
The librarian in the Curriculum and Materials Center (CMC) will make a presentation to the class to help students with library skills. The presentation will include:

- How to write, using the APA style (Publication Manual of the American Psychological Association, 6th ed.)
- How to search databases to locate sources
- How to locate sources in the Curriculum Materials Center
- Printout of Web sites that provide tips on writing research papers
- Tips on how to use Microsoft Word.

To provide feedback on this library component, students will be asked to complete an evaluation form. (Standards: 11.0, 2.6, 2.8, 6.4, 7.2, 7.3, 9.0, 12.1)

TOPICS FOR RESEARCH PAPER MUST COME FROM CHAPTERS 7-11 IN THE TEXTBOOK

TEXTBOOK CONTENTS

1. The Teaching Profession
   - Teaching: Your Chosen Profession
   - Learning to Teach
2. Foundations of Teaching
   - Ideas and Events that Have Shaped Education in the United States
   - Social Realities Confronting Today’s Schools
   - Struggles for Control of Schools in the United States
   - Ethical and Legal Issues in Education in the United States
3. The Art of Teaching
   - Teaching Diverse Learners
   - Addressing Learners’ Individual Needs
   - Authentic Instruction and Curricula for Creating a Community of Learners
   - Curriculum Standards, Assessment, and Student Learning
   - Teaching with Technology
4. Your Teaching Future
   - Teachers as Educational Leaders
   - Your First Teaching Position

TOPICAL COURSE OUTLINE

<table>
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<th>Date</th>
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<th>Class Activity/Assignment Due</th>
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<tr>
<td>Week 1</td>
<td>Introduction; Overview; Read Chapter 1 - Textbook Teaching: Your Chosen Profession Lecture-Powerpoint Notes</td>
<td>Read Syllabus North Carolina Standards and Indicators; <a href="http://www.dpi.state.nc.us/curriculum">www.dpi.state.nc.us/curriculum</a></td>
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<td>Jan 14</td>
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<td></td>
<td>Take Practice Quiz, Email Results, Send Text-Attached HTML</td>
<td>North Carolina Professional Teaching Standards adopted 2008 <a href="http://www.ncptsc.org">http://www.ncptsc.org</a></td>
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<td>Homework Assignments posted on the Assignment Tab on Blackboard</td>
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<tr>
<td>Week 2</td>
<td>Read Chapter 2 Learning to Teach Lecture-Powerpoint Notes</td>
<td>Textbook Homework Page 17 Case Study Answer Questions 1, 2, 3 Submit Homework Assignment in the Digital Dropbox in Blackboard</td>
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<tr>
<td>Jan 28</td>
<td>MyLabSchool Series Course-Foundation/Intro to Teaching (FD) Video Lab (FDV) The Profession for Teaching (FDV1)</td>
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<td>Week 3</td>
<td>Reflective One Page Paper Due; submit paper in the Digital Dropbox in Blackboard Check Assignment Tab on Blackboard for additional homework assignments</td>
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<tr>
<td>Feb 4</td>
<td>Read Chapter 3 Ideas &amp; Events that Have Shaped Education in the US Lecture –Powerpoint Notes MyLabSchool Series Course-Foundation/Intro to Teaching (FD) Video Lab (FDV) Philosophical Foundation FDV4) “Developing a Philosophy of Education” MyLabSchool Series Career Lesson Plans (LP) Lesson Plan/Portfolio Builder (LLPORT) Focus: How to Write an Effective Lesson Plan</td>
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<td>Week 4</td>
<td>-Quiz #1 Chapter 1, 2, 3 Blackboard - use Study Guide in the Resource Section on Blackboard. -Lesson Plan #1 due -Journal Article #1 Focus: Foundations of Education Topic must come from the Part 2 of the textbook. Follow the format listed on Blackboard Submit Journal Article #1 on Blackboard</td>
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<tr>
<td>Feb 11</td>
<td>Read Chapter 4 -Social Realities Confronting Today’s Schools Lecture-Powerpoint Notes MyLabSchool Series Course-Foundation/Intro to Teaching (FD) Video Lab (FDV) “Involving Parents”</td>
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| Week 5  | Read Chapter 5  
Struggles for Control of Schools in the US  
Lecture- Powerpoint Notes  
Read  Chapter 6  
Ethical & Legal Issues in Ed in the US  
Lecture – Powerpoint Notes  | *Homework Page 195-196  
Teacher's Journal  
Question Number 2  
Submit homework assignment in the Digital Dropbox in Blackboard  
Check the Assignment Tab on Blackboard for additional homework assignments |
<table>
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<tbody>
<tr>
<td>Feb 18</td>
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</table>

| Week 6  | MyLabSchool Series  
Course-Foundation/Intro to Teaching (FD)  
Video Lab (FDV)  
“PL 94-142” (2:13)  | Mid Term Exam Chapters 1-6  
Blackboard; review study guide on the resource section in Blackboard  
Check the Assignment Tab on Blackboard for additional homework assignments |
| Feb. 25 |  |

| Week 7  | Read  Chapter 7  
Teaching Diverse Learners  
Lecture-Powerpoint Notes  
-Review FODA Instrument  
-MyLabSchool Series  
Course-Foundation/Intro to Teaching (FD)  
Video Lab (FDV)  
Ethic Diversity and Standards Planning  | Homework Assignment will be posted in the Assignment Section on Blackboard |
| March 3 |  |

| Week 8  | Read Chapter 8 PP 282-309  
Assessing Learners’ Individual  
Lecture –Powerpoint Notes  | Homework  
On the Frontlines pages 298 & 299  
Exploratory Questions 1, 2, 3  
Submit in the Digital Dropbox on Blackboard |
| March 10 |  |

| Week 9  | Read  Chapter 8 PP309-321  
Assessing Learners’ Individual Needs,  
Homework  P. 319  
Application and Activities  
Question Number 3 |
| March 17 |  |

| Week 10  | Read  Chapter 9 PP 324-344  
Authentic Instruction and Curricula for Creating a Community of Learners  
Lecture – Powerpoint Notes  
-MyLabSchool Series  
Course-Foundation/Intro to Teaching (FD)  
Video Lab (FDV)  
Classroom Management  | Homework –Page 326 Question Numbers 3, 4  
Submit on Blackboard  
*Additional homework assignments posted in the assignment section on Blackboard |
| March 31 |  |

| Week 11 | Read  Chapter 9 PP 345-364  
Homework assignment posted on |
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<td>April 7</td>
<td>Authentic Instruction and Curricula for Creating a Community of Learners</td>
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<td>Lecture – Powerpoint Notes</td>
<td>Lesson Plan #2 Due</td>
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<td>Week 12</td>
<td>Read Chapter 10 PP 366-388</td>
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<td>Curriculum Standards, Assessment, and Student Learning</td>
<td>Homework Focus Questions page 368 1, 2, 4</td>
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<td>- MyLabSchool Series</td>
<td>Journal Article # 2 Due</td>
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<td>Course: Foundation/Intro to Teaching Simulations (SIMS)</td>
<td>Focus: Art of Teaching (Part 3)</td>
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<td>“Classroom Assessment” SIM12)</td>
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<td>Week 13</td>
<td>Read Chapter 10 PP 383-399</td>
<td>Additional homework assignments posted in the assignment section on Blackboard</td>
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<td>Curriculum Standards, Assessment, and Student Learning</td>
<td>Research Paper Due</td>
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<td>MyLabSchool Series</td>
<td>Focus: Art of Teaching Chapters 6, 7, 8, 9, 10</td>
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<td>Course: Foundation/Intro to Teaching Simulations (SIMS)</td>
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<td>Read Chapter 11 Teaching with Technology</td>
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<td>Teachers as Educational Leaders</td>
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<td>Read Chapter 13</td>
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<td>Your First Teaching Position</td>
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<td>April 28</td>
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<tr>
<td>Week 15</td>
<td>Review Online Study Guide for Final Exam</td>
<td>Final Exam (Cumulative)</td>
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<td>May 6</td>
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<td>Final Exam</td>
<td>Blackboard</td>
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</table>

**COURSE EVALUATION**

1. **Attendance.** You are expected to comply with the University Attendance Policy. The tracking system in Blackboard will be used to monitor participation and viewing of assignments. Students are required to login to Blackboard on the assignment tab on Mondays before 9:00 p.m. This is how attendance will be taken. Students are expected to check Blackboard daily for announcements and updates.

2. **Homework/Projects:** Homework and semester projects are due on the date listed on the syllabus. Assignments not turned in on time will result in a recorded grade of zero. Shaw Education Majors Only must also post their project assignments on Blackboard and College LiveText.

3. **Tests/Quizzes.** Tests/Quizzes will be announced in advance. Students who fail to take the tests within the time allotted on Blackboard will receive a grade of zero.

4. **Grading Scale:**
   - A = 100-90 (Target)
   - B = 89-80 (Acceptable)
   - C = 79-70 (Acceptable)
D = 69-60 (Unacceptable)  
F = below 60 – failing (Unacceptable)  

Rubrics. Common rubrics to assess performance on assignments will be used.

5. Grading: for the purpose of determining your final grade:
   - Homework 10%  
   - Projects 45%  
   - Mid Term Exam / Quizzes 20%  
   - Final Exam 20%  
   - Participation 5%  
      (Blackboard Discussions, Virtual Classroom Discussions)

WRITING EXPECTATIONS AND COMMENTS

1. You must use word-processing all work turned in for a grade (except in the case of in-class exams).

2. Writing is both an important tool for thinking and an essential form of expression for teachers and all professionals. Think about it. As a parent, how confident would you be in your child’s instruction if his/her teacher couldn’t write well? Take seriously what you write for this class. Read and reread your work. DO NOT rely solely on spell and grammar check functions to check your work! Read it yourself and ask others to read it. Your papers must demonstrate effective use of language, sentence integrity, and clarity of ideas, logical development of themes, and accurate spelling and grammar. If you need help, get it from a friend or from the Learning Center.

CLASS ATTENDANCE POLICY

Students will be required to login on Blackboard on the assignment tab before 9:00p.m. on Mondays beginning August 20. This is how attendance will be kept. Students will also be expected to check Blackboard daily for announcements and updates.

CLASSROOM RULES/EXPECTATIONS

1. Policy on Plagiarism

   DO NOT DOWNLOAD SECTIONS FROM THE INTERNET AND SUBMIT THEM AS YOUR OWN WORK. THAT IS CALLED PLAGIARISM AND WILL RESULT IN YOUR RECEIVING NO CREDIT FOR THE ASSIGNMENT

Plagiarism is presenting other people’s work as your own. Using another person’s idea, words, or work is theft. As members of the academic community, students must be mindful of other people’s property. Failure to respect such property rights is considered a serious and punishable violation of appropriate conduct at Shaw University.

A student who plagiarizes an assignment can expect that he or she will receive a zero for the assignment and that the plagiarism incident will be reported to the Vice President for Academic Affairs.

A second incident of plagiarism by the same student in the same class will result in automatic expulsion from the class and a grade of “F” in the course. The reason for the “F” will be documented in the grade report to the Registrar. A record of students expelled from classes will be forwarded to the Vice President for Academic Affairs at the end of each semester.

Three incidents of plagiarism in a student’s college career will be cause for additional disciplinary action by the Vice President for Academic Affairs up to and including suspension.

2. You MUST have an email account in order to facilitate communications (I often send announcements and reminders via email.)

Reynolds/EDU 250 - Syllabus/Spring 2008
Statement of non-discrimination.
Shaw’s policy is not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, please contact me and/or the Disabilities Services office. Please notify me during the first week of class if you have any special needs or concerns.

SUPPLEMENTARY MATERIALS

American Psychologist
American Educational Research Journal
Black Issues in Higher Education
Bulletin of the National Association of Secondary School Principals (NASSP)
Elementary School Journal
Encyclopedia of Educational Research
Educational Leadership
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Educational Training Program
Journal of School Psychology
Multicultural Review
Phi Delta Kappan
Psychological Review
Review of Educational Research
School Board Journal

APA Website: (http://www.uwsp.edu/psych/apa4b.htm)

Relevant internet sources (e.g. www.schoolreport.com)

*Department of Public Instruction (www.ncpublicschools.gov)

U.S. Department of Education Home Page (http://www.ed.gov/)

* K-12 Teaching and Learning from the University of North Carolina School of Education (www.learnnc.org)

ERIC Clearinghouse on Assessment and Evaluation (http://ericae.net/ftlib.htm)

Assessment Training Institute (http://www.assessmentinst.com)

*Standard Course of Study – http://www.dpi.state.nc.us/curriculum


*North Carolina Professional Teaching Standards www.ncptsc.org

BIBLIOGRAPHY


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<td>Final Exam Cumulative Chapters 1-12</td>
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This assignment sheet is designed to help you keep up with course requirements, grades and due dates, and should allow you to monitor your own progress in the course.