Campbellsville University
School of Education
SED 699

Reading Theories & Practice
Revised 5/17/19

Professor: Dr. Tim Miller

Virtual Office Hours: Before and after class
Section 01 meets
Section 02 meets
Both sections meet on TUESDAY of each week
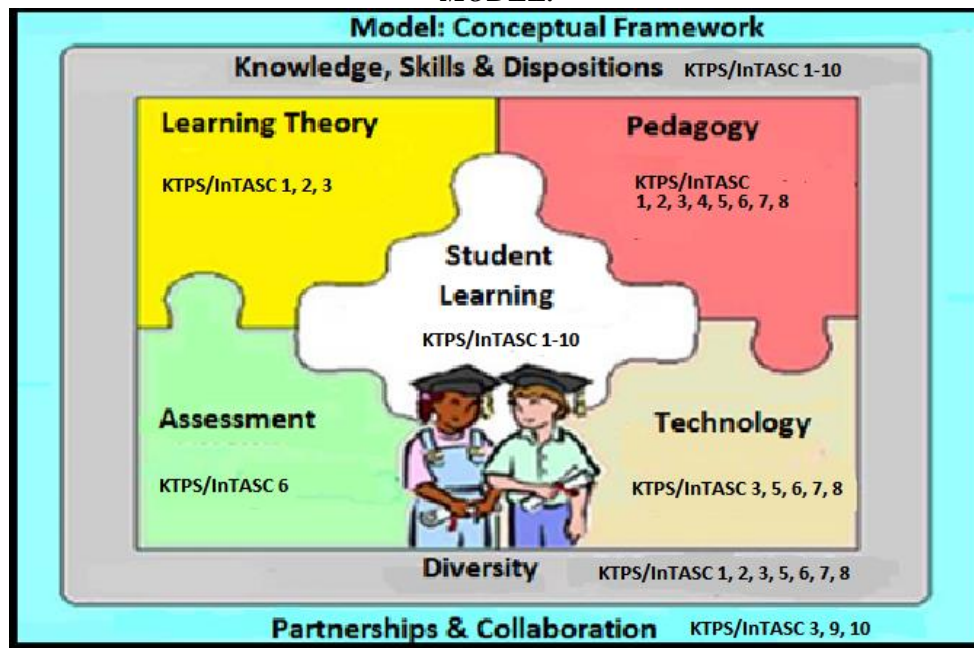**E-mail: temiller@campbellsville.edu**

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Conceptual Framework of Teacher Education:

THEME: "EMPOWERMENT FOR LEARNING"
Empowerment processes:
Content, process and self-efficacy

MODEL:

Model: Conceptual Framework
Knowledge, Skills & Dispositions   KTPS/InTASC 1-10

Learning Theory   Pedagogy
KTPS/InTASC 1, 2, 3   KTPS/InTASC 1, 2, 3, 4, 5, 6, 7, 8

Student Learning   KTPS/InTASC 1-10

Assessment   Technology
KTPS/InTASC 6   KTPS/InTASC 3, 5, 6, 7, 8

Diversity   KTPS/InTASC 1, 2, 3, 5, 6, 7, 8

Partnerships & Collaboration   KTPS/InTASC 3, 9, 10

Required Text:

Reutzel, D. R. & Cooter, R. B. (2018 imprint). *Teaching Children to Read, The Teacher Makes the Difference*, 8th Edition, REVEL Version with Video-Pearson e-text—ISBN-13: 9780134742458

Reading Theories and Practice e-text course: It is better to use the Campbellsville University (CU) Bookstore. They know about the e-text and can send you a packet with the code number, so you can get into my REVEL course e-text. I do not think the code number can be obtained from anywhere as easily as you can from the CU bookstore. Have the access code for the course before the course begins.

School of Education Mission

Campbellsville University's School of Education, in keeping with the spirit of Campbellsville University, seeks to prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

- preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
- honoring, understanding, and respecting diverse voices and communities in society,
- establishing partnerships and collaborating with the professional community,
- supporting and enhancing Christian characteristics of servant leadership.

Course Description:

This course focuses on effective reading instruction, building on teacher knowledge, assessment, effective practice, differentiated instruction and family/home connections. Teachers will learn evidence-based reading strategies to become highly effective reading teachers who understand how to use Response to Intervention (RTI) with all students and students with special needs. Field experiences provide opportunities for teachers to collaborate with public school practitioners to help a struggling reader.

Methods of Instruction

The instructional methods will include:

- online learning lessons, using Adobe Connect
- Internet based activities

- individual interaction with instructor and classmates
- online discussion groups
- teamwork

Council of Exceptional Children Advanced Preparation Standards

CEC 1: Assessment
CEC 2: Curricular Content Knowledge
CEC 3: Programs, Services, and Outcomes
CEC 4: Research and Inquiry
CEC 5: Leadership and Policy
CEC 6: Professional and Ethical Practice
CEC 7: Collaboration

This course meets the guidelines designated for common core of Knowledge and Skills:

Standard #1-Foundations: CC1K1, CC1K3, CC1K7, CC1K8, BD1K6, LD1K4
Standard # 2-Development and Characteristics of Learners: CC2K1, CC2K7, BD2K3, LD2K3
Standard #3-Individual Learning Differences: CC3K1, CC3K4, LD3K1
Standard # 4-Instructional Strategies: CC4S1, CC4S3, CC4S5, CC4S6, BD4K5, LD4K1, LD4S1, LD4S7, LD4S8, LD4S9, LD4S10, LD4S11
Standard #5-Learning Environments and Social Interactions: CC5K1, CC5K8, CC5S1, CC5S3, CC5S13
Standard # 6-Communication: CC6K1, CC6K4, LD6K1
Standard #7-Instructiona; Planning: CC7S2, CC7S9, CC7S11, BD7S2,
Standard #8-Assessment: CC8K2, CC8S2, CC8S3, CC8S4, CC8S7, BD8S1, BD8S2, LD8K2
Standard #9-Professional and Ethical Practice: CC9S1, CC9K4
CC9S6, BD9S1, LD9K2
Standard # 10-Collaboration: CC10K1, CC10K3, CC10S1, CC10S6, BD10S1, LD10K2

National Standards for the English Language Arts (International Literacy Association and National Council for Teacher of English)
   1. Read a wide range of print and non-print
   3. Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts
   6. Apply knowledge of language structure, language conventions, media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
   7. Use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.
   9. Develop an understanding and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.

ILA Standards
1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment
6. Professional Learning and Leadership

Kentucky Core Academic Standards (KCAS):
Students are required to incorporate the new KCAS for the two approved content areas into lessons/other assignments as appropriate**.**
- English Language Arts
- Mathematics

Students will continue to use other content area standards as appropriate, in lessons.

Diversity Proficiencies:	
1B	The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
IG	The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.
2H	The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
2N	The teacher makes learners feel valued and helps them to learn to value each other.
3F	The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
4M	The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
6G	The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
7B	The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.
9H	The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
10Q	The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Course Objectives

Upon completion of this course, each student will be able to:
1. Review the research on best practices, especially RTI, in teaching reading and describe the attributes of a quality instructional reading program. KTPS 1, 6, 10
2. Examine and integrate the new Common Core State Standards for English Language Arts into instruction (KCAS).
3 Research and review formative and summative, formal and informal reading instruments. KTPS 5, 7, 8
4. Use students' IEP's to adapt lesson plans. KTPS 1, 2, 3, 4, 5, 7, 8
5. Design and use research-supported methods for academic and nonacademic instruction of individuals with learning and behavioral disorders, to close the

achievement gap. KTPS 1, 2, 3, 10

6. Identify and teach essential concepts, vocabulary, and content across the general curriculum, using effective content literacy strategies. KTPS 1, 2, 3, 4
7. Implement systematic instruction in teaching reading comprehension and monitoring strategies. KTPS 4
8. Identify supports needed for integration into various program placements and work with parents to develop home school connections. KTPS 1, 8, 10
9. Incorporate and implement instructional and assistive technology into the educational program. KTPS 6
10. Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional/behavioral disorders. KTPS 4
11. Understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. KTPS 1, 10
12. Participate in activities of professional organizations relevant to the field of emotional/behavioral disorders. KTPS 9

CURRICULUM ALIGNMENT STANDARDSS
WITH THIS CLASS WITH STATES OF THE VARIOUS STAKE HOLDERS IN TEACHER EDUCATION

Aligned with Assessment (point values)	CU Diversity Indicators	KTPS/ InTASC	ILA Standards	Technology (Yes or No)	Interstate School Leadership Consortium Standards (ISLLC)	TSSA	CAEP
Exams 325 pts Obj: 1,2,3,4,5,7	1B, G, 2H, N, 3F, 10Q	4b, c, e, f, g, h, i	1.1, 3.1, 3.3, 4.1 6.1	Yes	1,2,3,5,6	1, 2, 3, 4, 5, 6	A1.1, A.1.2
Discussion Forums 70 pts Obj: 1-7	1B, G, 2H, N, 3F, 10Q	4b, c, e, f, g, h, i	1.1, 3.1, 3.3, 4.1 6.1	Yes	1,2,3,5,6	3,4	A1.1, A.1.2
Reading Assignments Obj: 1-7	1B, G, 2H, N, 3F, 10Q	4b, c, e, f, g, h, i	1.1, 3.1, 3.3, 4.1 6.1	No	1,2,5,6	1, 2, 3, 4, 5, 6	A1.1, A.1.2
PowerPoint Presentation 100 pts Obj: 1-7	1B, G, 2H, N, 3F, 10Q	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e, 9e, f, 10i, j	1.1, 3.1, 3.3, 4.1 6.1	Yes	2,3,5,6	1, 2, 3, 4, 5, 6	A1.1, A.1.2
Law Cases 320 pts Obj: 1-7	1B, G, 2H, N, 3F, 10Q	1b, 4b, c, e, f, g, h, i, 6b, 9e, f	1.1, 3.1, 3.3, 4.1 6.1	Yes	1,2,5,6	3, 4, 5	A1.1, A.1.2

Activities 60 pts Obj: 1-7	1B, G, 2H, N, 3F, 10Q	1b, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e, 9e, f	1.1, 1.2, 1.3, 2.1, 3.1, 3.3, 4.1, 6.1	Yes	1,2,5,6	3, 4, 5	A1.1, A.1.2
Clinical/Field Hours 100 pts Obj: 1, 5	1B, G, 2H, N, 3F, 10Q	1b, 2a, d, f, 3a, c, f, 4b, c, e, f, g, h, i, 5g, 6b, 7b, e	2.2, 2.3, 3.2, 3.4, 4.2, 4.3, 5.1, 5.4, 6.2	Yes	1,2,3,5,6	2, 3,4	A1.1, A.1.2, A.2.1, A.2.2
Class attendance/ Participation 80 pts Obj: 1-7	1B, G, 2H, N, 3F, 10Q	1b, 2a, d, f, 3a, c, f	2.2, 2.3, 3.2, 3.4, 4.2, 4.3, 5.1, 5.4, 6.2	Yes	1,3,5,6	3,4	A1.1, A.1.2

Class Attendance and Participation

Class attendance will be closely monitored. More than two absences results in an automatic "F" for the course. Students are asked to notify the professor in advance if they will be absent and to be responsible for all assignments. Tardiness will also be monitored and may factor into total absences.

This course will use Adobe Connect for online class discussions. Students will need high speed Internet access and a headset with microphone and head phones. They will need to access the Adobe Connect room, before the first class, and check their computer system for compatibility. Any issues will need to be resolved well in advance of the first class meeting.

Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online

discussions, study questions and reflective writing assignments). Students must contribute to class discussions a minimum of five times during each chat to be considered present. They must respond to all questions in writing and to at least 2-3 orally.

COURSE ASSIGNMENTS/ASSESSMENTS

All assignments must be word-processed using Microsoft Word, 9.0 or higher. Please check the course calendar in this syllabus for due dates.

A. COURSE PARTICIPATION: 80 pts. (10 points each week)

- **Attendance:** be present for all class discussions. More than two absences result in an automatic F for the term. If extenuating circumstances occur, contact the professor either in advance or as soon as possible. Being **late** for chats or leaving chats early will also result in participation point deductions.
- **Prior to each class meeting:** Check your computer using the link for the Adobe Connect room. You will need high speed Internet and a mic and earphone for class chats. There is an Adobe Connect link on the home Moodle page. Talking in class is required.
- **Contributions to class meeting:** Complete reading assignments in the text and online information so you can make relevant contributions to course discussions; make at least three contributions to each week's chat—verbally and in writing. Everyone needs to respond orally to questions to be counted present.
- **Contributions to weekly discussion forums:** go to weekly lesson, click on discussion forum and enter your thoughts about the posted topic. Respond to at least two other classmates. Points will be awarded for you responses.

B. WEEKLY ASSIGNMENTS: 160 pts. (20 points each week)

- **Weekly Summaries/Critiques:** read all text and online information; write a summary/critique of what you learned including at least two significant points at the end that you found particularly interesting. Please be reflective in the summaries. Label the summary/reflection for each chapter and online information, or special link. Approximately 1.5-2 pages in length required, with single spaced paragraphs, separated by a space. Must include reference to text and online information. Rubric for summary/critiques in explanation of grading give the first week

C. Literacy Autobiography/Presentation/Reflection: 100 points Summary PowerPoint summary 50 points

1) **Write a 4-5-page Literacy Autobiography** (LA) about your background of literacy experiences. Single spaced 11 pt. font. Include the following:

☐ Introduction about yourself & description of previous and current home literacy environment
☐ Earliest recollections of reading and writing experiences (You may have to ask relatives about these),

- Your reading and writing experiences in school (p-12),
- How your previous experiences impact your current attitudes, practices, uses and literacy instruction in your own classroom,

- Current changes in your students' attitudes

2) **Using this information, <u>prepare PowerPoint (PPT) presentation</u>** about your literacy background.

3) **Present the PPT** to your class or another group **AND** then lead a discussion about the experience. You may include photos in your presentation <u>but</u> be able to submit this assignment electronically, via email.

Points will be awarded. If your LA includes all information mention above. There is a short rubric for this assignment in Moodle.

D. Research Paper: 100 points

Summary PowerPoint 50pts.

Research Paper (100 points):

- **Topic:** Students are asked to choose a reading topics they no little about. You are to do a decretive study of this topic with conclusion you have made about the topic.

- Research this approach using at least five scholarly sources in addition to course materials. Students may access CU's link to the on-campus library and other sources through TigerNet:

- Students are expected to write a seven pages paper. Include ithe pros and cons, documenting sources. A title page and a reference list are included in the number of pages.
- Students are expected to use APA style to cite references in the paper and develop the reference list. A quick guide is available at http://owl.english.purdue.edu/owl/resource/560/07/

E. <u>Field/Collaboration Project (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10) 100 pts. Summary PowerPoint 50 pts.</u>

TL MASE students will acquire at least **ten (10) hours** of field experience, preferably outside the classroom; if you have classroom access of your own you can use your class. You are to develop and implement, a Collaboration Project for a student who is a struggling reader. Ideally, the student would be identified near the beginning of the course for this project so that the MASE student (you) can work with the student over time.

The collaboration project must include
- **Consultation with others** who are identified by you for the collaboration project if applicable.

- o If possible the interaction should be with families, and or students. Explain you actions fully.
  - **Student Learning**
    - o Observation of the student
    - o Diagnosis of the student, using a variety of reading assessments
    - o Reading lessons: minimum of five follow up lessons after diagnosis which should include
      - **Teaching and Learning Context**
        - Include the name of the school and teacher
        - Completed once
      - **Lesson Plan Template**
        - Completed in detail for each lesson
      - **Lesson Analysis and Reflection**
        - Completed for each lesson
      - **Lessons must be developed** using the most recent editions of the tasks on the School of Education website—11.12 versions
  - **Final PowerPoint presentation to class**, summarizing the collaboration project and student learning results. Part of the summary.

  - **Field Vouchers:** When writing reflections about field hours, students should use mock name for student and teacher involved to ensure confidentiality. See the field hour requirement documents required will be presented in class the first night). Field vouchers must be kept of the field experience. The original field voucher must be signed by the teacher you are working with, and sent to the Special Education Program office and a copy sent to the professor. The form must be completed in order to receive credit.

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G. QUIZZES/EXAM: 160 pts. 20 points for each quiz.

- Chapter Quizzes.
- The final examination, a summative examination will be taken after the last class period (160 pts.)

*Students will not receive a grade for the course until they complete the course Evaluation the final week.
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Assignments	Points
Participation	80
Weekly Assignments (Summaries/Critiques)	160
Literacy Autobiography (LA) narrative	100
LA PowerPoint, Reflection	50
Research Paper narrative (Syllabus summary for details)	100
Research paper PowerPoint summary (ten slides)	50
Field/Collaboration Project (FC narrative)	100
FC Summary PowerPoint (12 slides total)	50
Quizzes/Exam (8 quizzes)	160
FINAL	100

Total: 950

Course Grading Scale
93 - 100% = A (791-850 pts.)
86 - 92% = B (731-790 pts.)
79 - 85% = C (673-730 pts.)
72 - 78% = D (612-672 pts.)
Below 72% = F

***All assignments are to be posted in the weekly links** online. Please do not send them via email. Assignments posted within two days of the due date will lose one letter grade. Failure to post by the next week results in a 0 for the assignment.

The professor will also post all grades for all assignment in the course website.

Incomplete Policy
In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with **justifiable cause**, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form. This form can be obtained by contacting the Special Education Program Office

or by accessing the University web page (www.campbellsville.edu/mase). It is the candidate's responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an "I".

If approved by the professor, coursework and other requirements to change the "I" grade must be completed by the designated time and no longer than 8 weeks following the date the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the "I" to an "F".

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Plagiarism Statement

Campbellsville University's policy on Academic Integrity states: "Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's course work. These values can be violated by academic dishonesty and fraud." (2013-15 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else's paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Technical Support and Assistance

Students are required to have a computer, e-mail and Internet access to enroll in this course. Since this course will include sessions through Adobe Connect, students will need high speed Internet service and a headset (microphone & earphones) for class discussions. This course is delivered via online instruction and regular chats. All materials with the exclusion of the textbook are delivered via the Internet.

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Policy Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional

conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

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SED 699 Sections 1 & 2 Tentative Weekly Schedule G6 Spring, 2018
Calendar assignments subject to change if necessary

Weekly Assignments	Date Week Beginning	The course uses the e-text book for all reading assignments. There are important videos, website and other materials you will not have if you do not have your e-text book.

1	**Week 1 May 15th**	**Topic:** **Effective Reading Instruction Due** **by Friday of the week of class - in this case May 18th by 4:30 pm)**
		
		      ▪ **Summary/Critique #1: Readings. Uploaded before class**
		         • **Read Chapter 1** in the Reutzel/Cooter e-textbook and
		         • **Read** all online information for Week 1.
		   ▪ **Participate in** <u>**discussion forums (written and in class)**</u>—**see posted topics.**
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Take chapter quiz.**
		
		Explanation – You Adobe Connect and Class time will be considered as one grade in the grade book.

2	**Week 2 May 22nd**	**Topic:** **Developing Children's Oral Language & Early Reading Instruction Due** **by Friday of the week of class**
		
		   ▪ **Summary/Critique #2: Readings. Uploaded before class**
		   ▪ **Read Chapters 2-3** in the Reutzel/Cooter e-textbook
		   ▪ **Read all online information** for Week 2
		   ▪ **Access** the links in Lesson Two
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Participate in** <u>**discussion forums (written and in class)**</u>—**see posted topics.**
		   ▪ **Take chapter quiz.**

3	**Week 3 May 29th**	**Topic:** **Phonics and Word Recognition Due** **by Friday of the week of class**
		
		   ▪ **Summary/Critique #3: Readings. Uploaded before class**
		   ▪ **Read** Chapter 4 in the Reutzel/Cooter e-textbook Read all online information for Lesson 3,
		   ▪ **Literacy Autobiography, PowerPoint and Reflection Due** **before class**
		   ▪ **Participate in** <u>**discussion forums (written and in class)**</u>—**see posted topics.**
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Take chapter quiz.**

4	**Week 4 June 5th**	**Topic:** **Reading Fluency Due** **by Friday of the week of class**
		
		   • **Summary/Critique #4: Readings. Uploaded before class**
		   • **Read** Chapters 5 in the Reutzel/Cooter e-textbook **Read** all online information,
		
		   ▪ **Participate in** <u>**discussion forums (written and in class)**</u>—**see posted topics.**
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Take chapter quiz.**

5	**Week 5 June 12th**	**Topic:** **Increasing Reading Vocabulary Due** **by Friday of the week of class**
		
		   ▪ **Summary/Critique #5: Readings. Uploaded before class Read chapter 6** in the Reutzel/Cooter textbook and **Read** all online information,
		   ▪ **Participate in** <u>**discussion forums (written and in class)**</u>—**see posted topics.**
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Take chapter quiz.**

6	**Week June 19**	**Topic:** **Teaching Reading Comprehension/Writing due** **by Friday of the week of class**
		
		   ▪ **Summary/Critique #6: Readings. Uploaded before class**
		   ▪ **Read Chapters 7 & 8** in the Reutzel/Cooter textbook **Read all online information;**
		   ▪ **Participate in** <u>**discussion forums (written and in class)**</u>—**see posted topics.**
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Take chapter quiz.**

7	**Week June 20th**	**Topic:** **Evidence Based Programs/Assessment** **by Friday of the week of class** ▪ **Summary/Critique #7: Readings. Uploaded before class**

		• **Read chapters 9 & 10** in the Reutzel/Cooter textbook
		• **Read** all online information.
		   ▪ **Participate in <u>discussion forums (written and in class)</u>—see posted topics.**
		   ▪ **Research Paper & PowerPoint assignments due before class.**
		   ▪ **Participate in <u>discussion forums (written and in class)</u>—see posted topics.**
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Take chapter quiz.**

8	**Week TBA**	**Topic: Effective Reading Instruction for K-3 Due by Friday of the week of class**
		
		   ▪ **<u>Summary/Critique #8: Readings. Uploaded before class</u>**
		   ▪ **Read chapter 11** in the Reutzel/Cooter text
		   ▪ **Participate in <u>discussion forums (written and in class)</u>—see posted topics.**
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Take chapter quiz.**

	TBA	**Week 8 topics continued by Friday of the week of class**
		
		Topic: Effective Academic Literacy Instruction in Grades 4-8
		
		   ▪ **<u>NO Summary/Critique #9: Readings. Read chapter before class</u>**
		   ▪ **Read chapter 12 in the Reutzel/Cooter and all online information Participate in <u>discussion forums (written and in class)</u>—see posted topics.**
		
		   ▪ **Adobe Connect/Class-time**
		   ▪ **Field/experience Projects document & Presentations are to be uploaded**
		   ▪ **Take quiz**
		   ▪ **Take the Final Exam**
		
		   ▪ Complete course evaluation