

EDU 220 Introduction to Serving English Language Learners

Instructor: Carolyn Miller

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Office Hours and Location

By Appointment (623) 680-7739 cell

Classroom: Wednesday

HTA 5

1:00-2:15PM

or

HTA 5

2:30- 3:45 PM

or

HTA 3

5:45-7:00PM

Course Description

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Introduction to Serving English Language Learners (ELL)

Rationale for and current educational and legal issues for serving English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies.

Prerequisites: None.

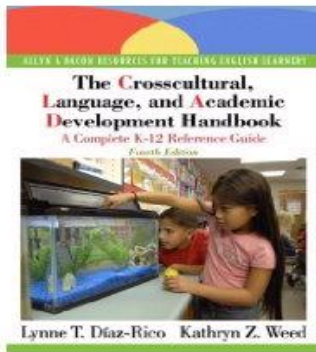
Course Objectives

By the end of this course, you should be able to:

1. Trace the historical and legislative foundations of programs of instruction for English Language Learners (ELL).
2. Identify and explain theories of first and second language acquisition.
3. Identify the role of culture in learning.
4. Explain the philosophical and theoretical foundations of SEI, ESL, and Bilingual Education programs.
5. Compare and contrast program models for serving English language learners.
6. Identify and describe SEI/ESL and bilingual strategies for serving various age and language groups including related terminology.
7. Integrate multiple strategies to improve student achievement.
8. Identify the alignment between ELL proficiency standards to the Arizona Language Arts Academic Standards.
9. Identify ELL proficiency standards and ways to integrate them into content areas.
10. Use ELL proficiency standards to plan, deliver and evaluate instruction.
11. Identify instruments used to assess language skills and describe how they can be used to guide instruction.
12. Explain the relevance of state-mandated achievement levels for English language learners.
13. Apply instruction and assessment strategies in a K-12 classroom.

Required Textbook and Supplies:

- ✓ One external jump drive (usb)
- ✓ Computer, speakers, and microphone
- ✓ The Crosscultural, Language, and Academic Development Handbook (pictured below)



The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide (4th Edition) (Paperback)

~ [Lynne T. Diaz-Rico](#) (Author), [Kathryn Z. Weed](#) (Author)
★★★★☆ (24 customer reviews)

22 new from \$45.40 26 used from \$42.00

In Stock.

School Policies

Instructor's Grading Criteria/Timetable:

All course projects will be graded within one week of their due date. Late projects will be graded no later than one week following the date the student emails the instructor notifying the instructor the project/assignment has been submitted. Students submitting late projects/assignments must email the instructor to let the instructor know the late submission has been posted. Discussion grades will be updated each week no later than Saturday of the week following the Unit's completion.

Course Policies:

Naming Conventions: In order to facilitate the tracking of assignments and correspondence with the instructor, please use the following naming conventions (your name and course in the subject box).

Extenuating Circumstances: If you have extenuating circumstances that prevent you from completing projects, quizzes or participating in the class, please contact the instructor to make alternative arrangements. The possibility of alternative arrangements is at the discretion of the instructor. Active communication is the key to overcoming any hurdles you may encounter during the term. If you are unable to contact your instructor, contact your academic advisor.

Early Discussion Policy: Students may on occasion wish to post to the discussions (blogs) early. This is fine; however, in order to receive full credit for the discussion, students must participate in the peer-to-peer discussion during the unit beginning and end dates. In addition, please understand it is unlikely your instructor and peers will provide comments to your postings until the scheduled time for the unit's discussion.

Early Project Submission: It is understandable there may be times students wish to post assignments prior to their due date. However, instructors do not download any assignments or begin providing feedback on those submissions until the due date has passed. This permits "batch grading" of all assignments, reviewing the submissions across all students. Students are urged not to work too far ahead in completing projects as each unit's discussion and lecture provides additional information to support your project effort.

Grading Policy

In class activities25 points weekly
Homework50 points weekly

Practicum(s).....100 points each
Final100 points
Attendance.....150 points
Total.....1650 points

Grading Scale		
Total Points	Letter Grade	Percentage
1650-1482	A	100-90%
1483-1311	B	89-80%
1310-1150	C	79-70% **you must earn a C in EDU courses
1149-982	D	69-60%
981-	F	59% and below

Course Outline

Below is an outline for each week for this course. Each week will follow the same format listed below:

- Readings
- Discussions
- Review
- Homework Assignment

Week 1: January 20th

- Introductions
- Review the Course Syllabus
- Blackboard Layout
- Team Building Activities

Week 2: Introduction to English Language Learner

Focus: Trace the historical and legislative foundations of programs of instruction for English Language Learners (ELL).

Historical and Legislative Foundations of Programs for English Language Learners in the U.S.

- A. National educational policies and legislation
- B. Arizona educational policies and legislation
- C. Significant court cases

Week 3: Language Acquisition

Focus: Identify and explain theories of first and second language acquisition.

- A. Theory of first language acquisition
- B. Theory of second language acquisition

Week 4: Role of culture in learning

Week 5: Program Models for Serving English Language Learners

- ESL models
- Bilingual models

Week 6: Program Models for Serving English Language Learners

- SEI models

Week 7: Practicum One Due

Week 8: TBA

Week 9: Spring Break

Week 10: Overview of SEI/ESL and bilingual strategies

- Comprehensible input
- Feedback: Ongoing, specific, and immediate

Week 11: Overview of SEI/ESL and bilingual strategies

- Grouping structures and techniques
- Building background and vocabulary development
- Student engagement

Week 12: Standards

Standards and Assessment

Week 13: Standards

- ELL proficiency standards
 1. Arizona English Language Proficiency Standards
 2. Arizona Language Arts Standards

Week 14: Assessments Instruments

- State-mandated assessment tests
 - a. English language proficiency assessment
 - b. Standardized academic assessments

Week 15: Assessments Instruments

- Alternative assessment methods

Week 16: Practicum Two Due

Finals Week: There is a Final Project in this course. The project will be discussed in class.

Disclaimer

All provisions in this syllabus are subject to revision by the instructor.

Such revisions, if any, will be announced in class.

The student is responsible for making note of all such announcements concerning syllabus revisions and assignments, and, in the case of absence or tardiness, to contact the instructor to determine if any such announcements, revisions, or assignments were made while the student was absent from class.

Glendale Community College Policies

Extra Credit Policy

Extra credit is not offered in this course unless there are unavoidable circumstances beyond the individual's control (i.e. hospitalization).

Assignment Policy

All assignments must be word processed, unless otherwise stated.

A clear writing style and correct grammar, mechanics, and spelling are expected.

Points will be deducted for unclear and/or incorrect writing.

All assignments must be submitted according to the instructions.

This will mainly be blogs, wikis, and in class.

Do not email assignments to your instructor unless otherwise instructed.

Do not submit assignments to the Digital Drop Box.

Late assignments will be accepted; however, you will lose a letter grade each week it is late. Prior arrangements need to be made with the instructor.

Late assignments with instructor approval will have some points deducted.
All other late assignments will result in a “0”

No assignment will be accepted or graded after two weeks. You must notify me if you have a late assignment.

You will realize how important it is to be consistent and set your expectations upfront for classroom management and grading policies. I teach several classes and have many students; it is important we all manage our time.

Academic Integrity Policy

- All students assume as part of their obligation to the college the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action.
- Academic misconduct includes but is not limited to misconduct associated with the classroom, laboratory, or clinical learning process. Some examples of academic misconduct are cheating, plagiarism, and excessive absences. For more information, please refer to the Student Handbook.
- Again, this is another area that is important to the teaching profession. It is my assumption you will not allow this misbehavior from your students. If there is a question with regards to academic integrity you will be asked to attend a private conference. Some possible reprimands may be loss of letter grade, rejection of assignment, or even withdrawal from the course.

Why is it important for a student to be aware of copyright law?

Copyright infringement is expressly prohibited by the U.S. Copyright Act. Anyone who infringes another's copyright in a creative work is subject to liability, and could be required to pay large sums in damages. In addition, as the law clearly prohibits copyright infringement, using any college resources--such as photocopiers, desktop and laptop computers, printers, central computing facilities, local-area or college-wide networks, Internet access, or electronic mail—for the purpose of infringing a copyright in any work may be grounds for student discipline. According to Maricopa Community College District administrative regulation, “students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping.”

- **Respect for Others**

In order to ensure continuity of instruction and learning, beepers, pagers, cell phones, and all other electronic devices must be turned off or put on vibrate before entering the classroom. If you need to take or make a call, please leave the room and return as soon as possible.

Disability Policy

The college will make reasonable accommodations for persons with documented disabilities. Students with special needs who believe that they may need accommodations in this class must notify your instructor as soon as possible.

The Disability Resources and Services Office, located in TDS 100. Their phone number is 623-845-3080.

Plagiarism Policy

Glendale Community College considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work. Use of another person's work or ideas must be accompanied by specific citations and references. Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior:

Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person; giving the impression that it is the student's own work.

- Any form of cheating on examinations.
- Altering academic or clinical records.
- Falsifying information for any assignments.
- Submitting an assignment(s) that was partially or wholly completed by another student.
- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.
- Submitting an assignment(s) for more than one class without enhancing and refining the assignment, and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include, but would not be limited to providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination or assignment.

In essence, plagiarism is the theft of someone else's ideas and work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

A discussion thread, computer program, marketing plan, PowerPoint presentation, and other similar work produced to satisfy a course requirement are, like a paper, expected to

be the original work of the student submitting it. Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is producing work substantially from the work of another. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted coursework. Students are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet.

Glendale Community College subscribes to a third-party plagiarism detection service, and reserves the right to check all student work to verify that it meets the guidelines of this policy.

Academic dishonesty is a serious offense and may result in the following sanctions:

- 1st offense: Failure of the assignment in which the action occurred.
- 2nd offense: Failure of the class in which the action occurred.
- 3rd offense: Expulsion or permanent dismissal from the College.

Procedures for Processing Plagiarism Offenses

Procedures for processing plagiarism offenses are as follows:

Online Students

Charges of academic dishonesty brought against a student shall be made in writing by the instructor to the appropriate college official. When an offense has been committed, the office sends the student a copy of the plagiarism policy and a letter of the action taken, and informs the Academic Department Chair, the Academic Advisor, and the course instructor of any plagiarism charges.

Onsite Students

Charges of academic dishonesty brought against a student shall be made in writing by the instructor to the appropriate college official. When an offense has been committed, the office sends the student a copy of the plagiarism policy and a letter of the action taken and informs the Director of Academic Services, the Program Coordinator, and the course instructor of any plagiarism charges.

Dispute of Plagiarism Charges

All plagiarism disputes must be made by the student within 10 days of the mailing of the official letter by the College. Students may choose to file a grievance report. This is a formal process where the student, with the assistance of the Academic Advisor, contacts the appropriate channels in writing to dispute a claim. The final step includes bringing any unresolved claims to the Review Committee. A copy of the Problem Resolution, Student Complaints, and Grievance Procedures is found in the College Catalog.

Paper Submissions

APA manuscript style dictates how your paper should appear on the page.

There are two types of APA manuscripts: copy manuscripts (those submitted for publication) and final manuscripts (those not submitted for publication). Copy manuscripts are much more formal and may contain multiple sections. They do include:

- A title page
- The paper itself (the "discussion")
- A references page

A title page contains three items:

- A running head (a short version of the title),
- The paper's title and the author's name. Traditionally, the author's affiliation (the college he or she attends or works for) appears below the author's name; however, many college instructors prefer students to put the course and section number in this place (since we all know which institution we are at).
- The running title appears in the top right corner of every page, including the title page, right before the page number.
- The title, the author's name, and the author's affiliation (or course and section number) appear in the center of the title page.

Formatting the discussion, or body, of the paper, is also quite straightforward. APA final manuscripts are generally double-spaced (unless your instructor requests otherwise). As mentioned above, the running head appears in the top right corner of each page, right before the page number. The full title also appears, but only on the first page of the discussion. For subsequent pages, the running head is the only "title" present.

New paragraphs should be indented (which is the default setting for the Tab key) and there should not be an extra blank line between paragraphs.

The last thing required is the references page. This page, like the others, has the running head and page number in the upper-right hand corner. Sources should be alphabetized by the author's last name (or, for sources without authors, by the first letter in the title) and the second line of each source should be indented a half inch (the first line is not indented).

Here are a few additional formatting standards to keep in mind:

Use standard margins: 1" on all sides.

Use standard 12-point font size.

Use standard double-spacing: average of 22 lines per page, and between 20 and 24 lines per page.

Use left-aligned text. Do not right-justify.

There should be no subtitles or spaces between paragraphs within the paper.

When citing a quote of more than four lines, you should indent the entire quoted passage 10 spaces from the left margin. It is not necessary to indent these block quotes from the

right margin. Continue with the usual double-spacing, and give the usual acknowledgements at the end of the quote. Block quotes do not require quotation marks.

GRADING RUBRIC – Discussion Board

Discussion Questions provide a forum for students to seek clarification and answer important questions about the course material. The discussion also allows students to receive feedback from the instructor and other students in the class. A discussion question grade will be posted to the grade sheet for each Unit using the following grading criteria.

Grade:	Grading Criteria
90-100%	<ul style="list-style-type: none"> • Responses are on topic, original, and contribute to the quality of the discussion. • Responses make frequent, informed references to unit material. • Responses are clearly written. • Substantial original answers to the questions that furthers the work of the class. Typically in the 100 word range or responses meet length requirements as posted in the classroom. • Two or more thoughtful responses per discussion question to classmates that advance the discussion.
80-89%	<ul style="list-style-type: none"> • Responses are on topic, largely original, and contribute to the quality of the discussion. • Responses make some informed references to unit material. • Responses are generally clearly written. • Substantial original answers to the questions that furthers the work of the class. Typically in the 75-100 word range or responses meet only 80% of the length requirements as posted in the classroom. • One response per discussion question to a classmate that is thoughtful and advances the discussion.
70-79%	<ul style="list-style-type: none"> • Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion. • Responses make vague or summary references to unit material. • Responses have several mechanical or stylistic errors. • Short posting. Normally in the 50-75 word range or responses meet only 70% of the length requirements as posted in the classroom. • Response(s) to others does not advance the discussion.
60-69%	<ul style="list-style-type: none"> • Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. • Responses make little or no references to unit material. • Responses have several mechanical or stylistic errors. • Minimal posting. Normally in the 25-50 word range or responses meet only 60% of the length requirements as posted in the classroom. • No responses to classmates. • If there are two questions, student didn't respond to one.
0-59%	<ul style="list-style-type: none"> • Responses are off topic, lack originality, and fail to advance the discussion. • Responses make little or no references to unit material. • Responses have several mechanical or stylistic errors. • Minimal posting. Normally in the fewer than 25 word range or responses meet less than 60% of the length requirements as posted in the classroom. • Response is abusive or inappropriate. • Response is plagiarized. • Responses are missing. • No responses to classmates.

Assessment Rubric for Group Work

Your Instructor will use this rubric to assess your group's work as a team.

	Beginning	Developing	Accomplished	Exemplary
Contribution	One or more members do not contribute.	All members contribute, but some contribute more than others.	All members contribute equally.	All members contribute equally, and some even contribute more than was required.
Cooperation	Teacher intervention needed often to help group cooperate.	Members work well together some of the time. Some teacher intervention needed.	Members work well together most of the time.	All members work well together all of the time; assist others when needed.
On task	Team needs frequent teacher reminders to get on task.	Team is on task some of the time. Needs teacher reminders.	Team is on task most of the time. Does not need any teacher reminders.	Team is on task all of the time. Does not need any teacher reminders.
Communication	Members need frequent teacher intervention to listen to each other and speak to each other appropriately.	Members need some teacher intervention to be able to listen to each other and speak to each other appropriately.	All members listen to each other and speak to each other in equal amounts.	Each member listens well to other members. Each member speaks in friendly and encouraging tones.

Tutoring

Study “**Smarter**” Glendale Community College provides you with a variety of learning tools to maximize your potential. From technologies to friendly faces with helpful answers, you can study smarter, learn more and go farther!

Remember – we’re here to help you. All you have to do is ask!

Writing Competency Rubric

(This is a general writing rubric that will be used for all assignments, regardless of format.)

4 = Exemplary

2 = Intervention recommended

3 = Expected in college writing

1 = Intervention necessary

Given a reading task or assignment, the student:

4	<p>Responds to the assignment in an exemplary fashion. Maintains a strong sense of purpose and organization throughout. Provides relevant, specific, and convincing supporting details. Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, or spelling. Employs a rich vocabulary appropriate to the audience and task.</p>
3	<p>Follows directions adequately. Is primarily presented in a purposeful and well-organized manner. Contains mostly relevant supporting details. Uses generally correct, ordinary sentence patterns; contains some errors in mechanics, grammar, syntax, or spelling that do not severely hinder reader understanding. Employs competent, if sometimes lackluster, vocabulary.</p>
2	<p>Follows directions unevenly. Strays in terms of purpose and organization to the point of distraction. Makes very general statements or repeats ideas; lacks elaboration and explication where necessary. Uses sentences that are poorly formed, repetitious in structure, lacking in transitions, and/or occasionally incoherent; contains serious errors in mechanics, grammar, syntax, or spelling. Employs vocabulary that is vague, unclear, or inappropriate.</p>
1	<p>Responds barely to the assignment, if at all. Drifts completely in terms of purpose and organization to the point of disarray. Rambles disconnectedly from one cul-de-sac of ideas to the next. Uses incomplete and/or incoherent sentences; exhibits incompetence in regards to mechanics, grammar, syntax, and/or spelling. Employs vocabulary that is vague, unclear, or inappropriate to a completely unacceptable degree.</p>
<p>Line 1: Following Directions: Pertains to the student's ability to fulfill the requirements of the assignment.</p> <p>Line 2: Sufficient Content: Pertains to the student's ability to elaborate, apply terms correctly, provide supporting evidence, and document resources when necessary.</p> <p>Line 3: Organization: Pertains to the effective use of paragraphing, as well as the provision of transitions and emphasis to convey the relationship between ideas.</p> <p>Line 4: Sentence Structure and Mechanical Errors: Pertains to knowing and correctly applying the basic rules of grammar, punctuation, syntax, and spelling, and varying sentence structure when appropriate.</p> <p>Line 5: Vocabulary Choices: Pertains to the rich and effective use of language</p>	

Online Communications Guidelines

Netiquette

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. As a Glendale Community College student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

You should also review and refer to the Electronic Communications Policy contained in the most recent Catalog.

A Few Rules of Thumb

Wait to respond to a message that upsets you and be careful of what you say and how you say it.

Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.

Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING!

Use boldface and italics sparingly, as they can denote sarcasm.

Keep messages short and to the point.

Always practice good grammar, punctuation, and composition. This shows that you've taken the time to craft your response and that you respect your classmates' work.

Keep in mind that threaded discussions are meant to be constructive exchanges.

Be respectful and treat everyone as you would want to be treated yourself.

Use spell check!

Participating in Discussions

You will communicate with your professor and classmates using the discussion (blog) areas. This is where you post your responses to Discussion Questions and share your experiences in completing Exercises and applying the content of the course. Participation in discussions is required and will help determine your grade. You are expected to contribute to each of the Discussion Questions in each unit. You should read all responses of other students and add your own.

During discussions, you must demonstrate not only that you understand the subject matter but also that you can apply what you have learned, analyze it, integrate it with knowledge you already have, and evaluate it critically. Your postings should be appropriate and timely contributions that add value to the discussion.

Your instructor will provide you more detailed information about requirements and grading related to participation in discussions.

Discussion Guidelines

To ensure your success as a contributor to discussions and as a student in this class, we suggest the following guidelines for posting:

- Be clear about which message you're responding to. Refer to specific passages or ideas in the course or text that have sparked your interest.
- Make sure your contribution adds something new to the discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.
- Make your posting clear and easy to follow by dividing longer messages into paragraphs.
- Address classmates by name or user name, and sign your own messages.
- Feel free to pose new questions to your classmates within your own message.
- Use correct spelling, capitalization, grammar, syntax, and punctuation.
- If you plan on posting a lengthy response, it is a good idea to type your response in Word or Notepad, then copy and paste it into the discussion area. This way you'll always have a record of your communication if for some reason you lose your connection to the course.
- If you have any questions on these procedures, please contact Student Services.

Sample Question and Answers

The following are some examples of acceptable and unacceptable responses to Discussion Questions:

Sample Question: "The author claims that the Internet has changed teaching. How would you respond to this assertion?"

Unacceptable: "I agree."

Unacceptable: "I think the author is off her rocker on this point. I can't stand it when techies try to write about education."

Acceptable: "I agree with bekyw's basic point--that is, I think she's right that the advent of the Internet means dramatic changes in how we teach. But I think she's so concerned with whether technology is going to replace teachers that she misses an essential point. Teachers must change themselves to use the Internet effectively. The Internet will never replace teachers and it will never be a successful tool unless teachers make it one."

Acceptable: "I disagree with bekyw. The Internet has not changed teaching any more than the printing press changed teaching, or modern instructional design has changed teaching. New ideas about teaching and new technologies help us deliver good teaching more effectively. They may help us understand more fully what we're delivering. They may help us reach more students. But the essence of good teaching remains the same."

The Different Kinds of Assignments

Assignments are intended to help you master the content, so you should attempt to complete them all. This course employs a variety of assignments, including:

Online Readings-- Online reading assignments are included in some courses. They may provide an introduction to a unit, provide information, or be articles or papers that have been authored by experts in the field.

Readings from Books-- You need to have any required textbooks in advance of starting the course. Any textbooks required for a course are listed on the Course Home Page.

Web Field Trips-- Web Field Trips (also known as Internet Resource Assignments) teach you how to use the Internet as a resource tool. You may be given links to websites that either enhance the content of readings or show you where information and resources can be found. Some provide online stories or articles. Most also have Discussion Questions relating to the content of the Internet resource. Your instructor may also list supplemental online resources in the Blackboard Assignment section.

Practicum(s)-- The purpose of the practicum is to provide you with experiential learning in a variety of settings and make you aware of some of the programs, resources, organizations, and agencies that are available to students with special needs and their families. The goal of a practicum experience is to bridge the theory you are learning in your college course to the practice in a live setting.

Projects-- Projects are assignments that require you to submit coursework to the instructor.

Reviews-- Any Reviews in this course are used to help check your understanding of the content. Review results may be included in your final course grade.

Discussion Questions-- Discussion Questions are answered in the class discussion areas and form the core of class communication. Discussion Questions may ask you to apply course concepts to your own circumstances, provide your opinion about course content, or share your experiences completing course Exercises. Participation in discussions is required.

Reflective Activities-- Reflective activities such as writing up a case study, designing a project, or critiquing an assignment may be used as a method for you to analyze, synthesize, and evaluate course content.

Collaborative Projects-- Collaborative projects can involve teams of students working together to participate in study groups, write research papers, make presentations, create case studies, and take part in simulation activities. The projects allow interactions with fellow students and build on facilitation and planning skills.

Name _____

Time of day _____

Week	Attendance	In Class	Homework
Week One			
Week Two			
Week Three			
Week Four			
Week Five			
Week Six			
Week Seven			
Week Eight			
Week Nine			
Week Ten			
Week Eleven			
Week Twelve			
Week Thirteen			
Week Fourteen			
Week Fifteen			
Week Sixteen			
Finals			
Totals			

Important Dates:

Group Project _____

Practicum 1 _____ Practicum 2 _____

Team Contact Information:

Name _____

phone _____

Name _____

phone _____

Name _____

phone _____