George Mason University
Graduate School of Education

EDSE 503 658 201010
Language Development and Reading
Spring 2, 2010

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Credit Hours: 3   **Course Time:** 4:30-9:00 P.M.
Course Days: Thursday
Office Hours: By appointment and after class.

COURSE DESCRIPTION:
Course Description from University Catalog:
Prerequisite: None

This course identifies literacy skills for typical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Topics include emergent literacy skills, phonemic awareness, vocabulary development, and comprehension.

Student Outcomes:
This course is designed to enable students to:
- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Demonstrate knowledge of best practices and strategies in reading instruction for students with learning disabilities, emotional disorders, and mild mental retardation.

PROFESSIONAL STANDARDS:
Course Objectives and Relationship of Course to Program Goals and Professional Organizations:
This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special

education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for secondary curriculum and strategies for teaching individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

The CEC Standards that will be addressed in this class include some of the following.

CEC Standard 4: Instructional Strategies
Skills:
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to the characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs

CEC Standard 6: Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN*. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**
*Exceptional Learning Needs

TEXTS AND READINGS:

Required Texts:

Fox, B. (2010). *Phonics and structural analysis for the teacher of reading programmed for self-instruction* (10th ed.). Boston, MA: Allyn & Bacon.

Bursuck and King-Sears, (2008). *Language Development and Reading*. (Customized GMU text). Boston, MA. Pearson Publishers.
**available via this link only: http://www.mypearsonstore.com/bookstore/product.asp?
  ISBN 0536379505

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Recommended Texts:

APA Publication Manual. American Psychological Association, 6th Edition, American Psychological Association (2001) for APA style and reference citations. Assignments for this course are expected to reflect clear, excellent writing in APA style.

*Tip from the instructor: Some internet sites attempt to reduce the APA manual to only a few pages, but I have observed that there are often errors on these websites and they do not give clear or excellent information on writing. All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style.

Armbruster, B.B., Lehr, F., & Osborn, J. (2003). *Put Reading First: The research building blocks for teaching children to read.* Retrieved August 1, 2005, from http://www.nifl.gov/partnershipforreading/publications/k-3.html

National Reading Panel. (2000). *Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Retrieved August 1, 2005, from http://www.nichd.nih.gov/publications/nrp/smallbook.htm

Required Peer-Reviewed Journal Readings:

To be determined and selected by students throughout the semester for the Journal Summary and Case Study.

Required Access to Course Blackboard Site:

GSE Blackboard 6 will be used to post important information for this course. Plan to access the Bb site several times per week: announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and web sites on the Bb site that may be required to use for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester). You can access Bb at http://courses.gmu.edu .

**Each student is responsible for downloading class materials and bringing either a hard copy or the downloaded documents on their laptop to class. NO HANDOUTS WILL BE PROVIDED BEYOND THE FIRST NIGHT OF CLASS.

NATURE OF COURSE DELIVERY:

Learning activities in this course will include the following:
- Instructor lecture, including explicit instruction using demonstration and modeling and implicit instruction by facilitating learning experiences that build on students' background knowledge and skills.
- Student participation (discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading and writing deficits as depicted in scenarios (case reviews).
- Review and expansion of material read in preparation for the course sessions.

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- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
- Examine curricular materials and analyze student learning deficits, patterns, and strategies (such as review of reading programs).
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge and insights to the students and Instructor, with a focus on strengthening pedagogical skills for teaching language, reading, and writing to students with disabilities.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu/ for a listing of these dispositions.

- ✓ Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code. Be especially observant of proper documentation of source material in order to avoid plagiarism. See http://mason.gmu.edu/%7Emontecin/plagiarism.htm for guidelines.

- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

- ✓ Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (OSD) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the OSD.

- ✓ Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Two or more unexcused absences will result in no credit for this course.**

- ✓ We will use person first language in our class discussions and written assignments (and ideally in your professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals" http://www.apastyle.org/disabilities.html

ADDITIONAL LISTING OF RESOURCES AND EXPECTATIONS:

George Mason University Email: https://mserver3.gmu.edu/

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Patriot Web: https://patriotweb.gmu.edu/
A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

TaskStream Submission
The signature assignment for this course (case study) must be submitted to Mason's NCATE management system, TaskStream: (https://www.taskstream.com) at the conclusion of this course.

APA Formatting Guidelines: http://www.psywww.com/resource/apacrib.htm
This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 5th edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

George Mason University Honor Code: http://www.gmu.edu/facstaff/handbook/aD.html
This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying and stealing.

*Academic Integrity***:** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin.com**, a plagiarism detection service**,** for an integrity assessment as needed.

Advising contact information: Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2474. Please be prepared with your G number when you contact her.

Absences:
Understanding that you are individuals with full and active lives, who have made the commitment to regularly attend class, it is understood that there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be

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earned and cannot be made up. **Two or more unexcused absences will result in no credit for this course.**

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.

Recommended Websites to Explore:
Internet and web resources are not the same as peer-reviewed professional journal articles, but the following sites contain information that I recommend.

www.sped.cec.org (CEC)
http://www.vra.nesinc.com/
http://www.ideapractices.org
www.readingrockets.com
www.TeachingLD.org
www.Interdys.org
www.cldinternational.org
http://dibels.uoregon.edu (Dynamic indicators of early literacy skills)
www.ed.gov/index.jup (click on educational resources)
http://www.ldonline.org/index.html (follow links for good information)
http://www.reading.org (International Reading Association)
http://www.projectpro.com/ICR/Research/Summary.htm
http://www.nationalreadingpanel.org
http://iris.peabody.vanderbilt.edu
http://www.nifl.gov (National Institute for Literacy)
http://www.ku-crl.org (University of Kansas Center for Research on Learning)
http://www.state.tn.us/education/ci/standards2001/la/cilarstratteachread.htm
http://darkwing.uoregon.edu/~rhgood/dibels_to_differentiate.pdf
http://ccvi.wceruw.org/ccvi/Staff/home/beglinger/prf/FluencyBibliography070103.pdf
www.aimsweb.com/norms/reading_fluency.htm
http://ww.prel.org/products/re_assessing-fluency.htm

Assessment of Course Requirements:
Course requirements include readings (texts, online resources, professional journal articles that are independently accessed by students) and activities (both during and between course sessions) that prepare the student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities. A major requirement is implementation of a comprehensive instructional technique with a student with a disability (see the Case Study).

Performance based assessment are used in this course. The final grade is based on the quantity of points students earn through timely submission of high quality work.

All assignments should be typed (submitted as hard copy please) and are due at 4:30 p.m. on the dates indicated. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.**

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Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (http://writingcenter.gmu.edu).

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

NOTE: *   This syllabus may change according to class needs. *   If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**

Performance Based Evaluations (Scored to determine points for the final grade):
1. Self-paced completion of Fox text   10 points
2. Midterm exam   20 points
3. Group presentation of Chosen Area of Reading   20 points
4. Case Study   40 points
5. Participation and Activities During Class   10 points
TOTAL   **100 POINTS**

Grading Scale:
A =   95-100%
A- =   90-94%
B+ =   87-89%
B =   80-87%
C+ =   77-79%
C =   72-76%
F =   71% and below

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations	
Title of Performance-Based Summative Evaluation	**Points Earned/Total Points**
1. Self paced completion of Fox text	/10
2. Midterm Exam	/20
3. Group Presentation	/20
4. Case Study	/40
5. Participation and In-class Activities	/10
Total # of points earned	**/100**

Students can calculate their points earned/total points available at any date in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Description of Performance Based Evaluations for this Course

1.   Self-paced completion of Fox text: 10 points:

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox (2005) self-instruction textbook. Complete and score the pretest, then do each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. Plan to turn in the Fox text at the beginning of the class session on the due date for each specific part and you will receive the book back at the end of class.

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text					
3/25: Pretest 2 points	4/15: Part I 1 point	4/22: Part II 1 point	5/6: Parts III and IV 2 points	5/13: Parts V and VI 2 points	5/20: Posttest 2 points

Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit is given.

2. *Midterm Exam: 20 points:*
   The midterm exam includes multiple-choice items and short-essay questions. This exam will cover assigned readings and class lectures up to the midterm date. A midterm review will be completed during the class session that falls directly before the midterm exam.

3. *Group Presentations: 20 points:*
   On the first night of class you will form a group and select one area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension, writing and spelling) to focus on throughout the semester. Your group will be responsible for delivering a 20-minute presentation to the class on an assigned night, which represents information for your chosen area. You will be given time in class to work on these presentations.

Your presentation should include:
- ❑ A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology.
- ❑ A thorough description of the skills, which are addressed in this area.
- ❑ A thorough description of the strategies, which can be used to teach these skills.
- ❑ At least one activity that can be used in this area of reading instruction.
- ❑ A description of at least two commercial reading programs that can be used in this area of reading.
- ❑ A handout for the class and at least one type of visual support (PowerPoint, etc.)
- ❑ A bibliography (APA format) with at least five references.

Group Presentation Rubric		
Component	*Points*	*Comments*
Definition • Presentation includes a clear and accurate definition of the chosen area of reading.	/2	
Skills and Strategies • Presentation includes a thorough description of at least 5 skills, which can be addressed within this area of reading. • One instructional strategy is presented for each of the above skills.	/5	
Activity • Presentation includes a description of at least one activity, which focuses on this area of reading. • Group may choose to model this activity for the class to make the presentation more interactive.	/2	
Commercial Reading Programs • Presentation includes brief description of at least two commercial reading programs, which address the chosen area of reading.	/2	
Class Handout • At least one clear and applicable handout is distributed to the class, which focuses on the chosen area of reading.	/2	
Presentation • Presentation includes at least one type of visual support (PowerPoint, overheads, posters, etc.(1 point) • Visual support is easy to read and understand from all areas of the classroom. (1 point) • Presentation is clear and accurate. (1 point) • Presentation is no longer than 20 minutes. (1 point) • Presentation is creative and involves whole class participation. (1 point)	/5	
Bibliography • At least five references (textbook can be one) (1 point) • APA format (1 point)	/2	
TOTAL	**/20**	

4. Reading Case Study: 40 points:
The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. *This student must be at least in the emergent literacy stage (these students should complete assessments from Jennings Chapter 7).* People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment. Please use the rubric headings to organize your paper.

A brief overview of the project follows:

1. Background Information:
- Prior to working directly with the student, gather sufficient background information so that you are better able to target appropriate informal reading assessments / levels with the student and provide motivating and meaningful instruction via the intervention you select.
  - This should include home and school information, physical and language development, emotional issues, family, social and cultural information.
  - This should also include information about previous reading interventions.
  - Please use a pseudonym at all times to ensure confidentiality for your student.

2. Informal Assessments:
- Conduct initial informal reading assessments to determine appropriate instructional levels and interventions.
  - This must include the Jennings Informal Reading Inventory and at least two other forms of curriculum-based assessment.
  - You must select a book that the student is currently reading or expected to read and use a readability formula to figure out what grade level the student's text is written at. Compare this to their independent reading level from the IRI and make some conclusions about the level of appropriateness of the text.
  - Data representing specific strengths and areas of concern are identified at this stage. Some of these data represent the student's baseline data. Gather enough preliminary information about the student and the student's curriculum so that you're ready to examine the results, analyze the student's learning, and target a specific skill area that you will teach to the student.
  - Submit all assessment protocols as appendices.

3. Intervention:
- Using information from this course and at least two peer-reviewed journal articles, design an intervention. This may be based on a school approved commercial reading program.
- Implement the intervention.
- Conduct at least three baseline probes to determine the student's performance before the intervention.
- Implement the intervention and continue to collect data to monitor the student's performance during the intervention. You must collect at least five intervention probes.
- Graph the baseline and intervention data.
- Summarize the impact of the intervention, including your reflection and recommendations. Clarity of content is important.

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- o Create a one-page handout to share with the class. This should be practically based so that your peers can use the intervention strategy in their own classroom. Examples include graphic organizers, think-aloud scripts, or repeated reading graphs.
  - o You will work in a small focus group of colleagues to identify common features of research, general findings, strategies that work, and impressions.
- ■ The case study will be <u>submitted electronically with all attachments typed or scanned in.</u>

Case Study Rubric		
Component	*Points*	*Comments*
Demographic and Background Information • Home and school information, physical and language development, emotional issues, family, social and cultural information	/5	
Informal Assessments • Jennings IRI (Scan in materials as an appendix) (5 points) • At least 2 other Curriculum Based Assessments (4 points) • Fry readability (1 point)	/10	
Statement of Strengths and Needs of Student • Based upon background information and assessments • Include any behavior comments	/3	
Statement of goal	/1	
Description of intervention • Clear and replicable: step by step description of intervention (5 points) • Based upon at least two articles (4 points) • Description of student's response to intervention (1 point)	/10	
Graph of Baseline and Intervention Data • At least three baseline probes (1 point) • At least five intervention probes (1 point)	/3	
Reflection and recommendations	/2	
Writing Style • Grammar, spelling and writing mechanics (2 point) • APA format (2 points)	/4	
One page handout for peers • Practical basis (graphic organizer or strategy used, etc.)	/2	
TOTAL	**/40**	

5. *Participation, Attendance, and In-Class Activities: 10 points:*

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. This will require all students to complete the required readings, activities, and assignments for that specific class meeting.

Each week, there will be a weekly quiz or a group activity that will count towards this grade. If you are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points will not be earned and cannot be made up at another time.

The remainder of these 10 points are based upon: *Being present, being prepared with textbook or other relevant material (please bring readings and assigned material to class, as these are used for in-class discussions as well as course lectures), and participating the entire time period during the in-class activities.*

Draft Review Policy:

In order to maximize your learning and success in this course and graduate level program, I am happy to review drafts of any assignments prior to the due date for submission. My goal in doing this is to guide you along the right track in terms of the content of the assignment, not to serve as a grammatical editor. I will accept any drafts sent to me via email or given to me at least 4 days prior to the due date. This will allow me to get you constructive feedback in a timely manner.

COURSE SCHEDULE		
Date	**Topics**	**Preparation* and** *Assignments Due*
3/11	• Syllabus and Course Expectations. • Elements of language. • Typical language development. • Discuss knowledge and skills that teachers need to be effective literacy instructors. • National Reading Panel Report: discuss and form small groups • Overview of VRA Glossary • Describe language foundations of literacy. • Describe how language abilities impact literacy and reading success.	READ: --Text Chapters 1 & 2 *Review Virginia Reading Assessment Blueprints for Special Education Teachers: http://www.va.nesinc.com/VA_blueprints_opener.asp
3/18	**No Class – Midpoint Portfolio Session – 3/20/10**	Kellar Annex #1 8:00 a.m. – 1:00 p.m.
3/25	• Reading and the Brain. • Discuss factors associated with reading and language disabilities. • Identify components of the reading process. • Obtaining Background Information • Identify and describe early and emergent literacy concepts and methods for promoting these concepts with children. • Discuss basic reading skills.	READ: -- Text Chapters 3 & 4 *DUE:* *--Fox Pretest*
4/1	**No Class – Spring Break**	
4/8	**No Class – Midpoint Portfolio Session**	
4/15	• **Phonemic Awareness Group Presentation** • **Phonics Group Presentation** • Text readability	READ: --Text Chapters 6 & 7 *DUE:* -- *Fox Parts I*

4/22	• **Fluency Group Presentation**
	• Discuss ways to teach concepts learned in Fox Parts I and II.
	• Introduction to reading assessment:
	   o Informal reading inventories
	   o Analyzing error patterns
	   o Formal assessments
	   o Curriculum based assessment
	• Review for midterm exam (take-home)
		READ:
		-- Text Chapters 8 & 9
		
		BRING TO CLASS:
		Download the IRI that accompanies the Jennings text in Appendix C
		www.ablongman.com/jennings5e

COURSE SCHEDULE		
Date	**Topics**	**Preparation* and** *Assignments Due*
		DUE: *Fox Parts II*

4/29	• **Vocabulary Group Presentation**
	     o Context clues
	     o Structural analysis
		READ:
		 --Text Chapter 10
		
		 DUE:
		 MIDTERM EXAM DUE ELECTRONICALLY

5/6	• **Reading Comprehension Group Presentation** • Content area reading. • Narrative and expository comprehension. • Discuss ways to teach concepts learned in Fox Parts III & IV	READ: --Text Chapter 11 *DUE*: **-- *Fox Parts III & IV***
5/13	• **Writing/Spelling Group Presentation** • Written expression: characteristics of writing difficulties, assessment, and instructional strategies. • Discuss ways to teach concepts learned in Fox Parts V and VI	*READ:* --Text Chapter 12 *DUE:* **--*Fox Parts V & VI***
5/20	• Evidence Based Practices & Reading Intervention Programs • Balanced Literacy Instruction	*READ:* --Text Chapters 5 & 13 -- King-Sears: "Scheduling for reading and writing small-group instruction using learning center designs". *DUE:* --***Fox Posttest***
5/27	• *Collegial Sharing of Case Studies*: Share results and handouts	*DUE:* --***Case Study Due (submit electronically)***

* This syllabus may change according to class needs and unscheduled events.