EDUC 2130 01D & 02D
Exploring Learning and Teaching

Semester Hours: 3
Semester/Year: Fall 2013
Time/Location:
01D Monday and Wednesday, 12:30 – 1:50, Ed Center 227
02D Monday and Wednesday, 2:00 – 3:20, Ed Center 227
Instructor: Dr. Dawn Putney
Office Location: 127 Education Annex
Office Hours: Monday and Wednesday 12:00 – 4:00; Tuesday 6:00 – 8:00 online
Other hours available by appointment
Telephone: Office 678-839-6151  Department 678-839-5259 or 678-839-6558
Fax: 678-839-6097 or 678-839-6153
E-mail: dputney@westga.edu
Communication: The official communication to students is through campus e-mail (@my.westga.edu). Be sure to access this several times a week to keep up-to-date on important information.
Distance Support: CourseDen Home page
https://westga.view.usg.edu/
UWG Online Learning and CourseDen Help (678-839-6248)
http://www.uwgonline.westga.edu
Distance Learning Library Services
http://www.westga.edu/~library/depts/offcampus/
Ingram Library Services
http://www.westga.edu/~library
University Bookstore
http://www.bookstore.westga.edu
CourseDen Server goes down every other Friday 10:00 pm – 7:00 am
http://www.alt.usg.edu/gaview/support/maint-schedule.phtml
e-mail: Tk20@westga.edu
Information Technology Services Helpdesk: 678-839-6587
Course Description

Prerequisites: None
Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National/State standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course will take place through face to face lecture and discussion and online tools such as discussion boards, chat rooms, and posted materials within CourseDen.

This course will be delivered 51-75% online. This requires the online equivalent of at least 1125 minutes of instruction and an additional minimum 2250 minutes of supporting activities. As such you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
<th>Supporting Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Readings</td>
<td>At least 500 minutes</td>
<td>At least 1000</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>At least 100 minutes</td>
<td>At least 200</td>
</tr>
<tr>
<td>Journal Posts</td>
<td>At least 200 minutes</td>
<td>At least 400</td>
</tr>
<tr>
<td>Field Observation Reflection/Presentation</td>
<td>At least 125 minutes</td>
<td>At least 400</td>
</tr>
<tr>
<td>Exam/Quiz Activities</td>
<td>At least 200 minutes</td>
<td>At least 250</td>
</tr>
<tr>
<td>Actual Field Observations</td>
<td>At least 10 hours</td>
<td></td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.
COURSE OBJECTIVES

Students will:

1. Develop the capacity to be self reflective on how they, themselves, learned in schools, and how this may be different from other students they will teach in the future; (Alexander, P.A., 2006; Eggen, P. & Kauchak, D., 2007)
(Reflective, Knowledgeable, Lifelong Learners; INTASC 1, 2)

2. Understand how student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) have an impact on student learning in educational settings; (Eggen, P. & Kauchak, D., 2007; Pintrich, P. R. & Schunk, D. H., 2002);
(Reflective, Knowledgeable, Adaptive, Cultural Sensitivity; INTASC 1, 2);

3. Understand how teaching practices and instructional structures have an impact on students and affect them differently, depending on their background and experiences; (Alexander, P.A., 2006; Eggen, P. & Kauchak, D., 2007)
(Reflective, Knowledgeable; INTASC 1, 2)

4. Understand how factors in the learning environment have an impact on student learning in educational settings; (Eggen, P. & Kauchak, Dl, 2007; McDevitt, T. M. & Ormrod, J. E., 2007);
(Knowledgeable, Adaptive; INTASC 1, 2)

5. Develop the capacity to be self reflective on how they, themselves can use this knowledge as a future educational professional to inform one’s own professional planning and decision-making so as to maximize learning of all types in all students. (Alexander, P.A., 2006; Eggen, P. & Kauchak, D., 2007)
(Reflective, Knowledgeable, Collaborative; INTASC 1, 2)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required textbooks: None

Required Tutorials for CourseDen:  http://uwgonline.westga.edu/students.php

Required: Reliable Internet access

Optional textbooks:


ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

1. Participation in on-line activities (250 points)

On-line class requirements

- Throughout the course students will have opportunities to read, reflect on, and respond to comments and ideas posted by other students. Participation in the discussion will greatly enhance student learning.
- Students will complete the assigned online activities. Students are expected to participate in any required online sessions and to participate weekly in discussions. Students can expect responses from the instructor within 48 hours. If students have any problems with CourseDen they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use. There will be opportunities to interact with the instructor and other students through chat, discussion boards, Wimba or Collaborate, and other tools.
- Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the CourseDen page. Do not wait to ask for help with CourseDen. Seek assistance immediately (see contact info on page 1).
- Since this course is partially online, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission – at least 1 point per day that an assignment is late. All assignments must be submitted by the end of the course in order to be considered.
- Extra credit is not available for assignments in this course.
- All student work submitted during the course is required to be original.
- Work created in another course will not be excepted unless approved by the instructor.
- All assignments must follow APA format unless otherwise specified.
- Always double check documents attached or posted. Make sure the file extension is correct. You cannot attach or post a document while it is open on your computer. The person on the other end will not be able to open it. For example, if your file extension is .lnk the file cannot be opened. Word document files will have .doc or .docx as the file extension.

(Objectives 1, 2, 3, 4, 5; teacher observation)

2. Field Observation Activities (200 points)
- A total of ten (10) hours of observation are required for this course and for each EDUC class in which you are enrolled (hours cannot be counted toward more than one course).
- Field observation is accomplished by completing 10 one hour focused observation activities.
- Field observation activities are worth 20 points each. Each field activity will require a different type of placement.
- You are responsible for finding your own placements, however, options will be discussed in class; you should serve as a volunteer or observer NOT as a teacher, leader, or participant. Specific suggestions for field observation sites will be provided for each field activity.
- A time log must be submitted to document field observation hours – form provided.
- Because field observation is a certification requirement rather than just a course assignment, failure to provide documentation that 10 hours of field observation have been completed will result in a grade of F for the course.

3. Field Observation Final Reflection (100 points)
- This project will help you to reflect back on your field observations and what you learned about learners, teaching/clinical work, and yourself as a future educator as a result of these observations.
- The report summarizes and synthesizes what you learned from the field observations.
- Students will prepare a 5 minute presentation that you will post in CouresDen for other class members to view - a variety of formats can be utilized – PPT, Prezi, wiki, weebly, etc. specific instructions will be provided in CourseDen.

4. Class Activities (250 points)
- Attending on campus face-to-face class sessions required in order to earn any of the Class Activity points.
- Class Activities will involve independent as well as group work during on campus face-to-face class sessions.

5. Exam/Quiz Activities (200 points)
- Students will complete three (3) Exam/Quiz Activities throughout the semester.
- Exam/Quiz Activities 1 and 2 will be completed during on campus class sessions. Exam/Quiz Activity 3 will be the final product of the Group Topic work.
EVALUATION PROCEDURES AND GRADING

Evaluation Procedures:

Students will be assessed according to the course objectives with the following percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Form of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Class Participation – Theory to Practice</td>
<td>250</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td>Field Observation Activities</td>
<td>200</td>
<td>Checklist</td>
</tr>
<tr>
<td>Field Observation Final Reflection and Presentation</td>
<td>100</td>
<td>Rubric</td>
</tr>
<tr>
<td>Class Activities</td>
<td>250</td>
<td>Teacher Observation</td>
</tr>
<tr>
<td>Exam/Quiz Activities</td>
<td>200</td>
<td>Checklist</td>
</tr>
</tbody>
</table>

Total Points 1000

Participation in face to face on campus class sessions, submitting assignments online by specified due date, completing assignments without spelling and grammatical errors required.

Grading Policy:

Students will be graded using the following scale:

- A = 90-100%, B = 80-89%, C = 70-79%, D = 65-69%; F = 65% and below

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

COE WRITING EXPECTATION AND RUBRIC

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA formatting.

<table>
<thead>
<tr>
<th>COE Writing Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unacceptable</td>
</tr>
<tr>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 = Emerging, Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
</tr>
</tbody>
</table>
3 = Proficient
The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.

4 = Exemplary
There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

File Naming Protocol
You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work. Trust me, this is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. You also want to keep the file names as short as possible! Remember to keep file names as short as possible and keep your files organized so it will be easy for you to find projects when it is time to build your portfolio. Those of you using Tk20 will be able to store projects in that space. Thank you very much for your cooperation!

CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the class room and online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Treating class members and colleagues with respect in and out of the classroom
- Limiting interruptions in class
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student’s ability to complete the course satisfactorily.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at [http://www.westga.edu/~mcastu/](http://www.westga.edu/~mcastu/).
Student e-mail Policy
All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

Extra Credit/Duplicative Course Work
Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted if prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

Attendance
Participation in all online components of the course is required and will be factored into the course grade.

Academic Honesty
All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disability
All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Disciplinary procedures described in the latest State University of West Georgia The Connection, Undergraduate Catalog, and Graduate Catalog, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Remember that CourseDen will be down every other Friday night.
Do not wait until the last minute to post work.
Late submissions may be subject to a loss of points. You can always post work early!!
Optional face-to-face sessions will be available if requested. Ask for help if you need it!
Optional Online Chat Sessions will also provide opportunities for help!
Tentative Schedule

You will always want to check in CourseDen for any updates regarding the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26-28</td>
<td>Drop/Add</td>
<td>Make sure you have paid your tuition and fees – you will be dropped from courses without notification !!!!</td>
</tr>
</tbody>
</table>
| Aug 26-Sept 1 | August 26 – On campus Class orientation  
August 28 – On campus – Syllabus, Field Observation | August 26 – Attend on campus class  
August 28 – Attend on campus class; complete and discuss OOPS Survey |
| Sept 2     | Labor Day Holiday                                                                |                                                                                            |
| Sept 3-8   | September 2 – Holiday – no class  
September 4 – On campus – Introducing Educational Psychology and Reflective Practice; Field Observation | September 2 – Holiday – no class  
September 4 - Attend on campus class; sign up for topics |
| Sept 9-15  | September 9 – Online Class Session - Introducing Educational Psychology and Reflective Practice  
September 11 – On campus – Computer lab – CourseDen; Successful Online Learning; Field Observation Update | September 9 – Read/view posted materials related to Introducing Educational Psychology and Reflective Practice  
September 11 - Attend on campus class; CourseDen activity; Field Observation Update 1 – bring Time Log to class |
| Sept 16-22 | September 16 – Online class session – Cognitive Development  
September 18 – Online class session – Cognitive Development | September 16 – Read/view posted materials related to Cognitive Development  
September 18 – Complete Theory to Practice entries related to Cognitive Development and post in dropbox |
| Sept 23-29 | September 23 – Online class session – Social Development and  
September 25 – On campus – room 227 – Group work on Topic | September 23 – Read/view posted materials related to Social Development  
September 25 - Attend on campus class – Group Work on Topic |
| Sept 30-Oct 6 | September 30 – Online class session – Social Development  
October 2 – On campus – Computer lab – Group work on Topic; Exam/Quiz 1; | September 30 – Complete Theory to Practice entries related to Social Development and post in dropbox  
October 2 - Attend on campus class – Group Work on Topic; Exam/Quiz 1; |
| Oct 7-13   | October 7 – Online class session – Behavioral Development  
October 9 – Online class session – Behavioral Development | October 7 - Read/view posted materials related to Behavioral Development  
October 9 – Complete Theory to Practice entries related to Behavioral Development and post in dropbox |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Details</th>
</tr>
</thead>
</table>
| Oct 14-20  | October 14 – Online class session – Peer Learning  
                      October 16 – On campus room 227 – Peer Learning; Field Observation Update  
                      | October 14 - Read/view posted materials related to Peer Learning  
                      October 16 - Attend on campus class – Complete Theory to Practice entries related to Peer Learning and post in dropbox; Field Observation Update 2 – bring Time Log to class  
                      |
| Oct 18     | Last day to withdraw with grade of “W”  
                      | Contact Registrar’s Office  
                      |
| Oct 21-27  | October 21 – Online class session – Motivation  
                      October 23 – Online class session – Motivation  
                      | October 21 - Read/view posted materials related to Motivation  
                      October 23 – Complete Theory to Practice entries related to Motivation and post in dropbox  
                      |
| Oct 28-Nov 3 | October 28 – Online class session – Individual Differences  
                      October 30 – On campus Computer lab – Learning Styles  
                      | October 28 – Exam/Quiz Activity 2  
                      - Read/view posted materials related to Individual Differences  
                      October 30 - Attend on campus class – Complete Learning Styles Inventory; Group work on Topic  
                      |
| Oct 28     | Spring Registration Begins  
                      |  
                      |
| Nov 4-10   | November 4 – Online class session – Individual Differences  
                      November 6 – On campus – Computer lab – Digital Natives; Exam/Quiz 2  
                      | November 4 – Complete Theory to Practice entries related to Individual Differences and post in dropbox  
                      November 6 - Attend on campus class; Group work on Topic; Exam/Quiz 2  
                      |
| Nov 11-17  | November 11 – Online class session - Diversity  
                      November 13 – On campus – Computer lab – Digital Divide; Field Observation Update  
                      | November 11 - Read/view posted materials related to Diversity  
                      November 13 - Attend on campus class; Group work on Topic; Field Observation Update 3 – Field Log to class  
                      |
| Nov 18-24  | November 18 – Online class session - Diversity  
                      November 20 – Online class session - Field Observation Reflection and Presentation  
                      | November 18 – Complete Theory to Practice entries related to Diversity and post in dropbox  
                      November 20 - Field Observation Reflection and Presentation work  
                      |
| 11/25-12/1 | Thanksgiving Holiday  
                      |  
                      |
| Dec 2-8    | December 2 – On campus room 227 – Field Observation Presentation Overview  
                      December 4 – Online class session - Field Observation Reflection and Presentation  
                      * Complete Course Evaluations and Distance Evaluations – link will be sent to your my.westga.edu e-mail  
                      | December 2 – Final Field Observation Log due – bring Time Log to class – 1 minute Field Observation Presentation overview  
                      December 4 – Field Observation Reflection and Presentation due – post both in dropbox  
                      |
The next section includes two tables: Due Dates by Project and by Date

**Assignment Due Dates by Project**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>How Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Online Sessions</td>
<td></td>
</tr>
<tr>
<td><strong>Field Observations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Observation Update 1</td>
<td>September 11</td>
<td>Bring to class</td>
</tr>
<tr>
<td>Field Observation Update 2</td>
<td>October 16</td>
<td>Bring to class</td>
</tr>
<tr>
<td>Field Observation Update 3</td>
<td>November 13</td>
<td>Bring to class</td>
</tr>
<tr>
<td>Field Observation Final Time Log</td>
<td>December 2</td>
<td>Bring to class</td>
</tr>
<tr>
<td><strong>Field Observation Reflection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Observation Presentation Overview</td>
<td>December 2</td>
<td>Present in class</td>
</tr>
<tr>
<td>Field Observation Reflection document</td>
<td>December 4</td>
<td>Post in dropbox</td>
</tr>
<tr>
<td>Field Observation Presentation</td>
<td>December 4</td>
<td>Post in dropbox</td>
</tr>
<tr>
<td><strong>Class Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus Classes</td>
<td>Complete in class</td>
<td></td>
</tr>
<tr>
<td><strong>Exam/Quiz Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam/Quiz Activity 1</td>
<td>October 2</td>
<td>Complete in class</td>
</tr>
<tr>
<td>Exam/Quiz Activity 2</td>
<td>November 6</td>
<td>Complete in class</td>
</tr>
<tr>
<td>Exam/Quiz Activity 3 – Group Topic</td>
<td>December 9</td>
<td>Post in dropbox</td>
</tr>
</tbody>
</table>

**Assignment Due Dates by Date**

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Observation Update 1</td>
<td>September 11</td>
<td></td>
</tr>
<tr>
<td>Exam/Quiz Activity 1</td>
<td>October 2</td>
<td></td>
</tr>
<tr>
<td>Field Observation Update 2</td>
<td>October 16</td>
<td></td>
</tr>
<tr>
<td>Exam/Quiz Activity 2</td>
<td>November 6</td>
<td></td>
</tr>
<tr>
<td>Field Observation Update 3</td>
<td>November 13</td>
<td></td>
</tr>
<tr>
<td>Final Field Observation Time Log</td>
<td>December 2</td>
<td></td>
</tr>
<tr>
<td>Field Observation Presentation Overview</td>
<td>December 2</td>
<td></td>
</tr>
<tr>
<td>Field Observation Reflection document</td>
<td>December 4</td>
<td></td>
</tr>
<tr>
<td>Field Observation Presentation</td>
<td>December 4</td>
<td></td>
</tr>
<tr>
<td>Exam/Quiz Activity 3 – Group Topic</td>
<td>December 9</td>
<td></td>
</tr>
</tbody>
</table>