EDCI 3311 – School and Society

I. Course description:
EDCI 3311: School and Society examines our nation’s and state’s educational system including:
   a) teaching as a profession,
   b) major philosophies and educational theories,
   c) the history of the development of American and Texas schools,
   d) the teaching environment of our schools and classrooms,
   e) student diversity and the importance of understanding learners,
   f) legal and ethical issues, and
   g) requires a TExES-related teaching/observation experience in an area school and /or organization.

II. Rationale:
This course is designed to orient students to the institution of the school and its integral relationship with society, with emphasis on the schooling process in the State of Texas.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors (see Attachment I, pg. 8-9)
   1. Learner – Centered Knowledge
   2. Learner – Centered Instructions
   3. Equity in Excellence for All Learners
   4. Learner – Centered Communications
   5. Learner – Centered Professional Development

IV. Texas Examinations of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) (See Attachment II, pg. 10):

   Domain I. Designing Instruction and Assessment to Promote Student Learning
   Competency 001
   The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
   Competency 003
   The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

   Domain IV. Fulfilling Professional Roles and Responsibilities
   Competency 011
   The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate with families.
   Competency 012
   The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
Competency 013
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

V. Course Topics
EDCI 3311 considers the following TAC §228.30(b) Subject Matter Curricular Topics:
- Code of Ethics and Standard Practices
- Child Development
- Motivation
- Learning Theories
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Special Populations
- Parent Conferencing and Communication Skills
- Pedagogy/Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation

VI. Course Objectives/Learning Outcomes
This course is designed so that the student will be able to:
A. The teacher and the profession:
   1. Explain the characteristics that constitute a profession (TExES Competencies: 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation);
   3. Examine the ethics and standards of the teaching profession (TExES Competencies: 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation);
   5. Describe the certification process for teachers in the State of Texas (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation); and,

B. The history and development of the American school:
   1. Recognize the pervasive influence that major philosophies have had on education in the U.S (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of
2. Outline historic events in the development of education in the United States (TEES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices);

3. Identify sources of education law such as due process in the 14th Amendment (TEex Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Special Populations, Differentiated Instruction, Certification Test Preparation);


5. Compare the educational theories of perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism (TEES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation); and,


C. The student and the curriculum:
1. Demonstrate familiarity with research concerning the characteristics of effective teaching (TEES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);

2. Describe the influence of one’s cultural identity upon teaching and learning (TEES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);


Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);

5. Develop awareness of instructional adaptations for students with special learning needs (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation); and,


VII. Instructional Methods and Activities
EDCI 3311 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.
A. Traditional Experiences (lecture/discussion, demonstrations, drill, guest speakers, video, student discussions/presentations)
B. Field Experiences will involve observation, reflection, and teaching (Junior Achievement of America Curriculum) of individuals/small groups at the appropriate course level that matches the student’s desired level of teacher certification.

VIII. Evaluation and Grade Assignment
Overview of Course Requirements:
1. Class Attendance, Participation and Teacher Education Interview – 100 pts.
2. Course Activities – 100 pts.
3. Field Experiences/Junior Achievement Teaching & Observation – 200 pts
4. Quizzes (5 @ 20 pts. Each) – 100 pts.
5. Mid-Term Exam – 100 pts.
6. Final Exam - 100 pts.
7. Site-Based Decision Making Research -100 pts.
8. Philosophy/Statement of Beliefs about Public Education - 100 pts.
9. Philosophy Presentation (with partner) – 50 points
10. Professional Organization(s) Research (with partner)-50 pts.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>1000 – 900 pts.</td>
</tr>
<tr>
<td>B</td>
<td>899 – 800 pts.</td>
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<tr>
<td>C</td>
<td>799 – 750 pts.</td>
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<tr>
<td>D</td>
<td>749 – 700 pts.</td>
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<tr>
<td>F</td>
<td>699 and below</td>
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</tbody>
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Detailed Description of Course Requirements:
1. **Class Attendance, Participation and Teacher Education Interview (100 points):**
   The *Student Handbook and Code of Conduct 2010-2011* includes the following policy regarding class attendance:

   *Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].*
Class attendance and participation is a reflection of a student’s commitment to their preparation and professionalism for teaching. This course is designed as a 10-day course; therefore, each class meeting is vital to your preparation for the profession. **10 points will be deducted for each entire class missed; 5 points will be deducted for late arrivals or early departures of more than 15 minutes possible. Completing the Teacher Education Interview (required by TEA for all Educator Preparatory Programs) will constitute 0-20 points. 100 points possible.**

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2. **Course Activities (100 points):**
   Five chapter activities will be assigned throughout the course. Many of the activities will be completed in class and turned in for credit. Each activity will be worth 20 points each. The activity will be due the class session after it is assigned, or after it is completed during a class session. **100 points possible.**

3. **Teaching/Field Experience (200 points total)**
   In order to provide an opportunity for EDCI 3311 students to gain classroom experience TAMUCC Department of Teacher Education has formed a partnership with Junior Achievement of South Texas/Corpus Christi and local school districts. It may be beneficial to explore the Junior Achievement URL ([http://www.jast.org/](http://www.jast.org/)) and peruse the website, especially the education resources prior to your teaching. For those individuals who have already completed the JA assignment, you need not read any further.

   This Field Experience requires students to teach Junior Achievement lessons using the Junior Achievement curriculum and materials. Junior Achievement trainers will provide training in how to teach the lessons and use the materials during EDCI 3311 class time. Depending upon how you decide to teach the JA curriculum, with or without a partner, you will teach all lessons (alone or team teaching). If at all possible, conduct one observation of your “teaching setting” prior to the time you teach. You will need to meet with the teacher/adult supervisor of the group of students you teach prior to the day(s) of your teaching to complete the “Teacher Confirmation Form.”

   Students will be matched with a school, or agency, and a teacher, or adult supervisor, who has asked for Junior Achievement curriculum instruction. Students will be trained on **Wednesday, July 6 from 2:00-3:45 during class.**

   The purpose of this assignment is to allow pre-service teachers an opportunity to interact students as early as possible in the TAMUCC teacher education program.

   To receive credit for this assignment, students must complete all components of the Field Experience, including timely submission of the Teacher Confirmation Form (50 points), Mandatory Verification Form (50 points), and teaching of all lessons as scheduled (100 points). **All must be completed and submitted by Wednesday, July 20th.**

4. **Quizzes (100 points)**
   Short quizzes will be given at the end of six class meetings over previous required readings, presentations and discussions of course information. Each quiz will be worth 20 points. The (5) best quiz grades will be recorded for a total of 100 points. (Tentative dates for Quizzes: July 7, 11, 12, 14, 18 and 19). **Missed quizzes due to an absence are not allowed to be taken at an earlier/later date. The missed quiz may be the quiz that is dropped.**

5. **Mid-Term Exam (100 points): Wednesday, July 13**
   The Mid-Term Exam will consist of multiple-choice and short answer questions from the required readings, presentations and discussions from July 5-July 11.

6. **Final Exam (100 points): Wednesday, July 20**
   The Final Exam will consist of multiple-choice and short answer questions from the required readings, presentations and discussions from July 12-July 19.
7. Site-Based Decision Making Research -100 pts. Due Monday, July 18th.
Tentatively, we are scheduled to discuss Chapter 13 and SB Management on Tuesday, July 12th. After our discussions and lecture presentations, peruse the following website to find articles discussing SBM / SBDM (not all articles are allowed to be fully viewed):
http://scholar.google.com/scholar?start=10&q=site-based+decision+making&hl=en&as_sdt=0,44&as_vis=1
Or use the University Library article research at the following link:
http://rattler.tamucc.edu/
Click on “Find Articles,” then “Education,” then “Professional Development Collection (EBSCO)” and enter site-based decision making or site-based management for more articles.
Choose two (2) of the articles to read/research. After reading the two articles, provide a one to two-page, double-spaced, 12 point font…no exceptions reflection/summary of the articles, along with your personal opinion/reflection of what you have learned about SBM/SBDM.

Remember to cite the two articles at the end of your summary using the APA format under the heading of “References”. See “Academic Honesty” below, pg. 7. For help in citing quotes and references correctly, use the following website: http://owl.english.purdue.edu/owl/resource/560/01/

8. Philosophy: (100 Points)
Your educational philosophy defines your teaching style, impacts the environment students will experience in your classroom, and determines your perspective on how teachers, parents, and colleagues should cooperate. You will complete a philosophy of teaching/education statement. Utilize the 13 Competencies of the EC-12 Pedagogy and Professional Responsibilities and the “Ask Yourself” questions on pg .90 aid in your writing if this is difficult to begin. Your philosophy should be limited to a two-page, double-spaced, 12 point font…no exceptions. Due Thursday, July 14th. 50 Points possible.

9. Philosophy Research: (Idealism, Realism, Neo-Thomism, Pragmatism, Existentialism, Perennialism, Behaviorism, Essentialism, Social Reconstructionism, and Postmodernism) (50 Points)
You and two partners will research a specific philosophy of education in four major areas: explanation and history; founding person(s); influence on education; and where it can be found today. An 8-10-minute presentation will be given by you and your team informing the class of the philosophy along with creatively designed visuals (power points, podcasts, youtube movies, movie maker, etc) presenting the philosophy in the four major areas. Due Monday, July 11th. 50 points possible.

10. Professional Organization(s) Research: (NEA; AFT; TSTA; ATPE; NCTM; NSTA; NCTE; NCSS; ASCD; NASSP; NAESP; HPERD; CEC/TCEC; ACEI; NABE; IRA; and NAGC)
You and a partner will research a specific professional organization in four major areas: Vision/Mission/Values; History including major contributors; Current educational issue viewpoints/stances; and who/how to join. An 8-10-minute presentation will be given by you and your partner informing the class of the organization along with a creatively designed pamphlet (including the organizations website and any other pertinent websites) discussing the organization in the four major areas. Due Monday, July 18th. 50 points possible.

Textbook(s):

Course / University Policies

Academic Integrity
It is expected that university students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior.

However, in the interest of other students and the University in maintaining these standards, the University reserves the right, through due process, to place on probation, suspend, or dismiss any student who violates academic integrity and regulations by providing false, misleading, or incomplete information to the University, by falsification of University records, by plagiarism, by classroom misdemeanor, or by academic dishonesty. Students are expected to obey federal, state, and local laws as well as the regulations of the University.

Should it become necessary to initiate disciplinary proceedings against a student attending this University, established guidelines for procedural due process will be followed. The University recognizes and accepts the basic contents and guidelines included in the 1967 Joint Statement of Rights and Freedoms for Students adopted by many recognized professional educational associations.

Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

Classroom Conduct
Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

Disabilities
Texas A&M University—Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

“..."The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.”

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
ATTACHMENT I:

Learner-Centered Schools for Texas: State Adopted Proficiencies for Teachers

LEARNER-CENTERED KNOWLEDGE

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. The teacher stays abreast of current knowledge and practice within the content area, related disciplines, and technology; participates in professional development activities; and collaborates with other professionals. Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline.

As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom. As students probe these relationships, the teacher encourages discussion in which both the teacher’s and the students’ opinions are valued. To further develop multiple perspectives, the teacher integrates other disciplines, learners’ interests, and technological resources so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

LEARNER-CENTERED INSTRUCTION

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. As a coach, the teacher observes, evaluates, and changes directions and strategies whenever necessary. As a facilitator, the teacher helps student’s link ideas in the content area to familiar ideas, to prior experiences, and to relevant problems. As a manager, the teacher effectively acquires, allocates, and conserves resources. By encouraging self-directed learning and by modeling respectful behavior, the teacher effectively manages the learning environment so that optimal learning occurs.

Assessment is used to guide the learner community. By using assessment as an integral part of instruction, the teacher responds to the needs of all learners. In addition, the teacher guides learners to develop personally meaningful forms of self-assessment.

The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. As a result, learners work independently and cooperatively in a positive and stimulating learning climate fueled by self-discipline and motivation.

Although the teacher has a vision for the destination of learning, students set individual goals and plan how to reach the destination. As a result, they take responsibility for their own learning, develop a sense of the importance of learning for understanding, and begin to understand themselves as learners. The teacher’s plans integrate learning experiences and various forms of assessment that take into consideration the unique characteristics of the learner community. The teacher shares responsibility for the results of this process with all members of the learning community.

Together, learners and teachers take risks in trying out innovative ideas for learning. To facilitate learning, the teacher encourages various types of learners to shape their own learning through active engagement, manipulation, and examination of ideas and materials. Critical thinking, creativity, and problem solving spark further learning. Consequently, there is an appreciation of learning as a life-long process that builds a greater understanding of the world and a feeling of responsibility toward it.
EQUITY IN EXCELLENCE FOR ALL LEARNERS
The teacher responds appropriately to diverse groups of learners.

The teacher not only respects and is sensitive to all learners but also encourages the use of all their skills and talents. As the facilitator of learning, the teacher models and encourages appreciation for students’ cultural heritage, unique endowments, learning styles, interests, and needs. The teacher also designs learning experiences that show consideration for these student characteristics.

Because the teacher views differences as opportunities for learning, cross-cultural experiences are an integral part of the learner-centered community. In addition, the teacher establishes a relationship between the curriculum and community cultures. While making this connection, the teacher and students explore attitudes that foster unity. As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

LEARNER-CENTERED COMMUNICATION
While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and innovative problem solving are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between the school and the community.

Because the teacher is a compelling communicator, students begin to appreciate the importance of expressing their views clearly. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher and students listen, speak, read, and write in a variety of contexts; give multimedia and artistic presentations; and use technology as a resource for building communication skills. The teacher incorporates techniques of inquiry that enable students to use different levels of thinking.

The teacher also communicates effectively as an advocate for each learner. The teacher is sensitive to concerns that affect learners and takes advantage of community strengths and resources for the learners’ welfare.

LEARNER-CENTERED PROFESSIONAL DEVELOPMENT
The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities. The teacher develops an identity as a professional, interacts effectively with colleagues, and takes a role in setting standards for teacher accountability. In addition, the teacher uses technological and other resources to facilitate continual professional growth.

To strengthen the effectiveness and quality of teaching, the teacher actively engages in an exchange of ideas with colleagues, observes peers, and encourages feedback from learners to establish a successful learning community. As a member of a collaborative team, the teacher identifies and uses group processes to make decisions and solve problems.

The teacher exhibits the highest standard of professionalism and bases daily decisions on ethical principles. To support the needs of learners, the teacher knows and uses community resources, school services, and laws relating to teacher responsibilities and student rights. Through these activities, the teacher contributes to the improvement of comprehensive educational programs as well as programs within specific disciplines.
ATTACHMENT II:

TExES
Pedagogy and Professional Responsibilities EC-12

Domain I—Designing Instruction and Assessment to Promote Student Learning (31% of Test)

**Competency 001**  The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 002**  The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

**Competency 003**  The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004**  The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II—Creating a Positive, Productive Classroom Environment (15% of Test)

**Competency 005**  The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006**  The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III—Implementing Effective, Responsive Instruction and Assessment (31% of Test)

**Competency 007**  The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008**  The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009**  The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 010**  The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV—Fulfilling Professional Roles and Responsibilities (23% of Test)

**Competency 011**  The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**Competency 012**  The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**Competency 013**  The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
June 4  Introductions
     Syllabus/Schedule
     Chapter 1 & 2 Circles
     Follow Up

June 5  Chapter 1 & 2 Circles
     Follow Up

June 6  Reading Circles 5 & C
     Lecture

June 7  JA Training
     4:00-5:55 pm

June 11 Reading Circles 7,8,9,10
     Lecture

June 12 Quiz #1
     * Activity 2 (in class)
     * Course Activity Due

June 13 Philosophy Research Presentations
     Activity 3 Due

June 14 Quiz #2
     Reading Circles 11 & 12

June 18 Activity 4 (in class)
     Reading Circle 13

June 19 Mid-Term (Remaining time to work on Professional Organization Presentations)

June 20 Quiz #3

June 21 Professional Organization Presentations

June 25 Quiz #4

June 26 Philosophy Due

June 27 Reading Circle 14 & 15

June 28 Quiz #5

July 2 Activity 5 (in class)
     SBM Research Due

July 3 Reading Circle 16

July 4 Quiz #6

July 5 Final Exam
     All JA Forms Due!