

EDU 480: The Social and Academic Curriculum II

SUNY Cortland Education Department

Fall, 2009

Course Information:	Instructor Information:
Credit Hours: 3	Dr. Lin Lin http://facultyweb.cortland.edu/linlin
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	<i>I always appreciate that you make appointments first.- LL</i>

Course Description:

This course is an advanced integrated study of methods, planning and assessment for social studies and social curriculum for grades 1 through 6 with an emphasis on intermediate grades. It is aimed at developing elementary students' civic competence, responsible decision-making, and ability to make educated and reasoned choices for a culturally diverse and democratic society. Co-requisite: EDU 479. Prerequisite: EDU 378. (3 credit hours)

Required Textbook

- ❖ Obenchain, Kathryn M. and Morris, Ronald V. (2007). *50 Social Studies Strategies for K-8 Classrooms*. (2nd edition), Pearson Merrill Prentice Hall, Upper Saddle River, New Jersey, Columbus, Ohio. (Simplified as 50 Strategies in course calendar)
- ❖ Zinn, H. (2003). *A People's History of the United States: 1492 – present*. New York: Perennial Press. (Simplified as *Zinn* in course calendar)
- ❖ Bigelow, B. & Peterson, B. (1998). *Rethinking Columbus, The Next 500 Years*. Milwaukee: Rethinking Schools. (Simplified as *Bigelow* in course calendar)
- ❖ New York State Education Department. (2002). *Learning Standards for Social Studies*. Albany: NYSED. (Simplified as *SS Standards* in course calendar) Available online at <http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf>
- ❖ New York State Education Department. (2002). *Social Studies Resource Guide with Core Curriculum*. Albany: NYSED. (Simplified as *SS Resource Guide* in course calendar) Available online at <http://www.emsc.nysed.gov/ciai/socst/ssrg.html>
- *TaskStream* subscription: www.taskstream.com
The Childhood/Early Childhood Education Department uses TaskStream as its data management tool for performance-based assessment for New York State Department of Education, NCATE (ACEI), and other reports. Candidates are required to subscribe to TaskStream, and to upload certain tasks into a Directed Response Folio for each of their courses in the C/EC program.

Recommended Materials (optional):

New York State Education Department. (2002). *Consider the Source: Historical Records in the Classroom*. Albany: NYSED.

Selected Websites for the Course: More web links will be shared on SUNY Cortland E-Learning.

The National Council for the Social Studies (NCSS) at <http://www.ncss.org/> AND <http://www.socialstudies.org/>

The New York State Learning Standards at <http://www.emsc.nysed.gov/ciai/social.html>

The Association for Childhood Education International (ACEI) at <http://www.udel.edu/bateman/acei/>

Library of Congress at <http://www.loc.gov/>

Professional Disposition Statement:

This course follows the Childhood/Early Childhood Department procedures for continuous positive growth toward strong teaching skills and dispositions as reflected in the Assessment of Candidate’s Professional Dispositions. It is the policy of the Department that positive teaching dispositions are a basic requirement. In the event of problematic demonstration of teaching disposition, incidents will be documented and the departmental and Teacher Education Council Fair Practice Policy and Procedures for action will be followed.

Academic Integrity:

It is expected that candidates will maintain the highest academic and ethical standards. The College is an academic community, which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards.

Plagiarism, whether by neglect or design, injures the learner and the community of learners; it is usually avoided by consistent and conscientious work habits. Violations will be handled according to College policies published in the *College Handbook*, the *College Catalog* and the *Code of Student Conduct and Related Policies*. A violation of academic integrity as an instance of academic dishonesty can occur in many ways. As discussed in the *SUNY Cortland College Handbook* (p. 51), instances of academic dishonesty are plagiarism, cheating on examinations and other actions such as:

- “Possessing papers, assignments, examinations, reports, lab reports or other assignments that have not formally been released by the instructor
- Purchasing or using a paper or assignment from an online source, paper mill, another student or other source and submitting it, wholly or in part as one’s own
- Possessing another student’s work without permission
- Writing or creating a research paper, written report, lab report or other work for another student
- Submitting the same work for two different classes without approval by both faculty members teaching both classes.”

Further discussion of plagiarism in the *SUNY Cortland College Handbook* (p. 51) is as follows:

“Students are expected to submit and present work that is their own with proper documentation and acknowledgement when the work of others is consulted and used. Plagiarism can be intentional by deliberately presenting the work of others as one’s own, or inadvertent by accidentally omitting or erroneously citing sources.”

Course Objectives and their connections with standards with NCSS, ACEI, and Cortland Learning Outcomes

<u>Course Objectives</u>	<u>NCSS Standards</u>	<u>ACEI Standards</u>	<u>Cortland Learning Outcomes</u>
<i>1. Identify and utilize the National Council for the Social Studies (NCSS) Subject Matter Thematic Standards and the New York State Social Studies Learning Standards and Core Curriculum when designing lesson and unit plans and corresponding assessment activities for elementary students; develop skills to successfully:</i>	Apply knowledge of the thematic standards to develop integrated learning and assessment experiences, which are meaningful to elementary students and that apply to the ten thematic social studies standards including the themes of (I.) Culture; (II.) Time, Continuity and Change; (III.) People, Places and Environments; (IV.) Individual Development and Identity; (V.) Individuals, Groups and Institutions; (VI.) Power, Authority and Governance; (VII.) Production, Distribution and Consumption; (VIII.) Science, Technology and Society; (IX.) Global Connections; and (X.) Civic Ideals and Practices.	ACEI Standards: 2e, 2i, 3a-e, 4	Cortland Learning Outcomes – Conceptual Framework: Demonstrate foundation in A&S; Demonstrate knowledge of subject area; Demonstrate a variety of teaching strategies; Demonstrate integration of curriculum; Utilize multiple and authentic assessments. 1, 2, 7, 8, 9
<i>2. Identify and utilize the NCSS Subject Matter Disciplinary Standards when designing lesson and unit plans and corresponding assessment activities for elementary students; develop skills to successfully:</i>	Apply knowledge of the disciplinary standards to develop integrated learning and assessment experiences, which are meaningful to elementary students and that apply to the four disciplinary social studies standards including the disciplines of (I.) History; (II.) Geography; (III.) Civics, Citizenship and Government; and (IV.) Economics.	ACEI Standards: 2e, 4	Cortland Learning Outcomes – Conceptual Framework: Demonstrate foundation in A&S; Demonstrate knowledge of subject matter; 1, 2, 7, 8, 9
3. Develop an understanding of best teaching practices for social studies teaching and content	Explore and articulate how a teacher’s learning theory influences pedagogical practices.	ACEI Standards: 2e, 2i, 3a-e	Cortland Learning Outcomes – Conceptual Framework: Manage classrooms; Manage student behavior; Utilize a variety

<p>integration; develop skills to successfully:</p>	<p>Identify characteristics of learning theories for developing social studies pedagogical content knowledge.</p> <p>Understand and identify how conceptions of subject matter may influence social studies teaching practices.</p> <p>Possess knowledge, understanding and dispositions to effectively provide a variety of approaches to implementing differentiated social studies instruction and assessment for all learners in elementary classrooms.</p>		<p>of teaching strategies; Integrate curriculum; Utilize multiple and authentic assessments. 5, 6, 7, 8, 9</p>
<p>4. Develop an understanding of one’s location and contributions to the local community within a global context; develop skills to successfully:</p>	<p>Strengthen role of self and elementary students in civic engagements and competence.</p> <p>Engage elementary students in processes that seek to produce a sense of empathy and desire to enact democracy and social justice through the classroom social curriculum.</p> <p>Create opportunities for elementary students to develop responsible decision-making in a democratic, global context.</p> <p>Apply understanding of civic competence to develop elementary students’ abilities to make educated choices that can democratically uphold a culturally diverse society.</p>	<p>ACEI Standards: 1,2a, 3b, 3e</p>	<p>Cortland Learning Outcomes – Conceptual Framework: Demonstrate, model and teach moral character; Attend to student development; Promote parental involvement; Demonstrate awareness of student diversity; Develop as a professional and reflective practitioner. 3, 4,10,12,13</p>

Rationale/Goals of the Course

How they reflect specific components of SUNY Cortland's Conceptual Framework: The prospective Social Studies teacher will be prepared for effective interaction with intermediate students. The student will experience and understand strategies and theories of Social Studies pedagogy as well as implement them in an experimental classroom. This will enable one to shape and fine-tune one's personal approach to the science and art of teaching as well as increase one's knowledge of social studies content. Student evaluation is based on the following components of SUNY Cortland's Conceptual Framework (CF):

- Midterm (CF #1 - knowledge base); Reaction papers (CF #2 - professional commitment); Lessons, Posters, and Unit projects (CF #5 - assessment, CF #3 - standards, CF #4 - diversity, CF #6 - technology)

SUNY Cortland E-Learning (formerly known as WebCt) and TaskStream Components

EDU480 uses SUNY Cortland E-Learning to share with students instructional materials, course-related activities, lecture notes, useful websites in social studies, assignment instruction, and grade book. Each student must have an active SUNY Cortland E-Learning account and submit course assignments through ASSIGNMENT page on SUNY Cortland E-Learning. Specific instruction will be provided for each assignment.

Course Requirements: (All course assignments, unless otherwise specified, should all be submitted on SUNY Cortland E-Learning. Should you experience problems with SUNY Cortland E-Learning, please let me know.)

Please note: Please submit assignments on eLearning by deadlines specified on eLearning and syllabus. Submissions are acceptable by cut-off dates, but any late assignment will get two points (final course grades) off.

1. Professionalism (Active Participation, Attendance, and Self-Reflections of Your Performance as compared to the Required Professional Dispositions) (10 points)

Professionalism	
Active participation (5 points) Determined by the instructor	You always strive for excellence in lesson plan designing and implementation, assessment of students' learning, providing differentiated instruction for learners with special needs. You come to each class fully prepared after having completed all reading assignments and ready to share your opinions through whole class or small group discussions. You always volunteer to lead group discussions.
Responsible Attendance (3 points)	You come to class each week on time and return from class breaks on time. You finish and submit all assignments on time. You let me know by email that you have to miss a class due to health and other issues. You email me after the absence if you fail to email me beforehand. You understand that arriving more than 15 minutes late and/or leaving 15 minutes earlier before class ends will be counted as an absence for all possible reasons. Missing more than three classes without prior notice will lose all three points.
One Reflection Essay of Professional Dispositions	Self-reflection of professional dispositions will be conducted throughout the semester. At the end of the semester, you will write

(2 points)	short reflection essay to critique on your performance in class using the departmental professional dispositions. More detailed instruction will be provided.
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PLEASE NOTE: I realize that circumstances beyond your control may at times require that you arrive late, leave early, or miss class. Please write a note to me explaining any such circumstances in case I do not remember verbal explanations. I will take reasonable conflicts into consideration when calculating final course grades.

PLEASE NOTE: It is your responsibility to keep copies of all handouts and other materials needed to score well on the exams and document your class performance should questions arise. Copies of missed handouts should be secured from the instructor in advance or fellow students as I might not carry multiple copies of old handouts to class each day. Do please feel free to come to my office and get or copy handouts there.

2. Reading Responses (30 points)

We are going to read the following chapters of Howard Zinn’s *A People’s History of the United States: 1492 – present*. This text is like no other text you have read. It provides you with a different perspective from the one that you received from a traditional textbook and to have your reflect on this information as both a present-day student and a future teacher. As you read, please consider “how information in the assigned chapter **differs** from what you have learned?” Specific instruction for reading each chapter will be provided later.

Selected Chapters	Chapter Title	Assessment/Assignment	Credits
Chapter 25	<i>The 2000 Election and the “War on Terrorism”</i>	Take a quiz (in-class and closed book) (quiz questions provided)	6 points
Chapter 2	<i>Drawing the Color Line</i>	Draw a timeline listing the important concepts (at least 8 major ideas) from this chapter	6 points
Chapter 6	<i>The Intimately Oppressed</i>	Name at least 5 women and explain their efforts in 18 th and 19 th centuries that have paved the way for “modern women” in the 20 th and 21 st centuries	6 points
Chapter 17	<i>“Or Does It Explode?”</i>	Create a quiz with at least six questions (at least one at each level of Bloom’s Taxonomy)	6 points
Chapter 18	<i>“The Impossible Victory: Vietnam</i>	Find the thesis of the chapter and get ready to facilitate and participate in a debate in class.	6 points

3. Integrative Social Studies Mini-Unit Plan (Whole Unit: 85 points + Presentation: 15 points = 100 points =20% of the course grade)

Each student is expected to develop an elementary grade level (4th grade and above for this unit plan) integrative social studies mini-unit of at least five connected lessons. The unit must be planned with a focus on at least ONE of the Ten NCSS Social Studies Themes. The unit must use at least 5 different

strategies (at least one strategy for each lesson in this unit) recommended by the textbook “**50 Social Studies Strategies for K-8 Classrooms**” written by **Obenchain and Morris**. The unit will be judged on such factors as rationale, objectives, the quality of its content, its use of appropriate and engaging instructional strategies, and clarity of procedures. Each unit plan should include considerations of high order questions in Bloom’s Taxonomy, Multiple Intelligences Theory, Children’s Literature, use of primary sources, technology integration (i.e. WebQuests and virtual field trips) and civic engagement/service learning projects. Each student will present the unit in class. Detailed explanation and evaluation rubric are provided on SUNY Cortland E-Learning and will be discussed in class.

Please note that if you plan well and plan at the beginning of the semester, your lesson plan on Rethinking Columbus and WOW project could be one of the lessons in your integrative social studies mini-unit plan.

4. Lesson Plan on Rethinking Columbus (100 points = 15% of the course grade)

Using Zinn’s Chapter 1 and Biglow’s *Rethinking Columbus*, each student or students in pairs will write a lesson plan using the provided Lesson Plan Template to teach about Columbian Exchange through multiple perspectives. Students will sign up for chapters in Biglow’s book for lesson plan ideas. After the instructor reviews the lesson plan and provides comments, each student or students in pairs will teach this lesson in class.

5. WOW – Window on the World Poster (100 points = 20% of the course grade)

Two students pair up and make a WOW: Window on the World poster. Each pair of student selects **ONE developing country** of the world, draws a physical map of that country, conducts and presents their research using the FIVE THEMES OF GEOGRAPHY. The physical map will serve as a “window”, which opens and leads us to the inside part of your poster, which presents a developing country of the world. Students will gather in groups of four students and share what they find about the countries they selected. Students should choose a country that is not selected by others in class. Detailed descriptions and rubrics will be provided on SUNY Cortland E-Learning. Posters will be returned to students to keep for future classroom use.

Your posters will be on display in one of the following places in Cortland area: Teaching Material Center of Cortland Memorial Library, Children’s Museum, Children’s Reading Room of Cortland City Library, and one of the local elementary schools. We as a whole class will participate in a civic engagement/service learning project of raising money for Adopt-A-School Project to buy backpacks for students in Malawi, Africa.

6. “Making a Difference” -- Civic Engagement/Service Learning Project (5 points)

Each student participates in a 3-clock hour civic engagement/service learning project and write a one-page essay reflecting on his or her participation. Early accomplishment of this project is strongly encouraged and appreciated. By October 20, 2009, please submit through eLearning a short paragraph of 30-50 words to share with me your service learning plan. Without this plan, I cannot accept your project. Specific instructions are provided in class or on eLearning.

Rewrite and Re-do policy:

All submissions of your course assignments are supposed to be final drafts. You are welcome to share with the instructor your working draft before the final drafts are due. Please allow at least three days

for the instructor to review your work. Please do not feel offended if the instructor refuses to review your work the night before the assignment is due.

Grading:

Professionalism and Professional Dispositions	10%
Responses to Reading Assignments	30%
Integrative Social Studies Mini-Unit Plan	20%
Lesson Plan/Presentation on Rethinking Columbus	15%
WOW Poster Projects	20%
Civic Engagement/Service Learning Project	5%
TOTAL	100%

Grading will be based on participation and assignments. Raw scores for each assignment will be added up and converted to numerical grades as high as 100 points. Numerical grade equivalents are as follows:

(Please note: A+ is reserved for completing flawless work of exceptional quality, reflecting original and thoughtful insight, taking risks and challenges, demonstrating creativity, and having perfect attendance. The instructor reserves her right to assign A+ based on the student’s outstanding performance in this course.)

95 to 100 points	= A	90 to 94 points	= A-	
88 to 89 points	= B+	84 to 87 points	= B	80 to 83 points = B-
78 to 79 points	= C+	74 to 77 points	= C	70 to 73 points = C-
68 to 69 points	= D+	64 to 67 points	= D	60 to 63 points = D-
0 to 59 points	= F			

Students with Disabilities

If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B140 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.

Tentative Course Calendar*:

(Readings and assignments should be finished by the date they are listed on.)

Date	Readings and Assignments DUE Today	Major Topics
Week 1 Tue. 9/1	READ NCSS’s definition of Social Studies at http://www.ncss.org/about/ READ 50 Strategies: pp. xiii – xiv. Start reading Zinn, Chapter 25 and the Afterword pp.675-688 (available in eLearning before you get the textbook)	Course Overview Building a Learning Community

Thur. 9/3	<p><i>50 Strategies: pp. 12-17</i></p> <p>NCSS Ten Thematic Strands of Social Studies in <i>50 Strategies: pp. xv - xvii.</i></p> <p>Also available at: http://www.socialstudies.org/standards/strands/</p> <p>Skim Read: NYS SS Standards, pp.1 at http://www.emsc.nysed.gov/nysatl/ssstand.html Skim Read: NYS SS Resource Guide, pp.1-17 at http://www.emsc.nysed.gov/guides/social/part11.pdf</p>	<p>Defining Social Studies</p> <p>Teaching for Democratic Citizenship Education and Social Education</p>
Week 2 Tue. 9/8	<p>Zinn, Chapter 25 and the Afterword pp.675-688 In-class Closed Book QUIZ (Chapter 25)</p>	<p>Making Everyday Economic Choices</p>
Thur. 9/10	<p>NYS SS Standards, pp.18-21 <i>Standard 4: Economics</i></p> <p>Economics Lesson Plan Demonstration</p> <p>Start Reading Zinn Chapter 1 Sign up for Biglow’s chapters Start assigning lesson plan demonstration Lesson Plan Template</p>	
Week 3 Tue. 9/15	<p>Read and bring a hard copy, if necessary, of Higher Order Questions vs. Factual Questions? (Bloom’s Taxonomy) at http://www.coun.uvic.ca/learn/program/hndouts/bloom.html</p>	<p>Practice Writing Learning Objectives</p> <p>History: The Roots of Knowledge Seeing the world through multiple perspectives</p> <p>Critical Thinking of Elementary Social Studies Curriculum</p>
Thur. 9/17	<p>Biglow’s Chapters (you signed up for)</p> <p><i>Start reading Zinn Chapter 2</i> <i>50 Strategies, pp. 169-171</i></p>	
Week 4 9/22	<p>Lesson Plan Demonstration Starts <i>To be continued</i></p>	<p>Planning for Elementary Social Studies and Assessment</p>
9/24	<p>No Class</p> <p>9/23 to 9/25 Wednesday – Friday, The Raquette Lake Outdoor Education Field Trip with Block I</p>	<p>Environmental Awareness</p>
Week 5 9/29	<p>Lesson Plan Demonstration Continues Rethinking Columbus Lesson Plan (written copy) Due** Continue reading Zinn Chapter 2 Start reading NYS SS Standards, pp.14-15</p>	<p>Teaching Geography</p> <p>Geography: People, Places, and</p>

<p>10/1</p>	<p>Timeline Listing Concepts for Zinn Chapter 2 Due on CORTLAND E-learning</p> <p>Lesson Plan Demonstration continues Written Lesson Plans Due on Elearning</p> <p>SS Resource Guide: pp.21-35 The Five Themes of Geography (video and discussion)</p> <p>Pair Students Up for WOW Projects Start reading Zinn, Chapter 6</p>	<p>Environment</p> <p>Design a Thematic Unit Plan</p>
<p>Week 6 10/6</p>	<p>Assigned readings on Multiple Intelligences</p> <p>NCSS Definition of Social Studies Revisited at http://www.ncss.org/about SS Resources Guide, pp. 3-7 and pp.12-18 SS Standards: pp. 2-5 and pp. 8-11</p> <p><i>Standard 1: History of the U.S. and the World</i> <i>Standard 2: World History</i></p> <p>Setting up Cooperative Groups for the Final Unit Plans</p>	<p>Issues and Instruction in History</p> <p>Meeting the Needs of Diverse Learners</p> <p>Critical Thinking and Problem-Solving</p>
<p>10/8</p>	<p>Lesson Plan Demonstration: Unequal Tug of War (<i>Wear Sneakers please!</i>) Start Reading Zinn Chapter 6</p> <p>Group Proposal and Outline for the Final Unit (typed or handwritten, one page) DUE Today (NOT GRADED)</p>	
<p>Week 7 10/13</p>	<p>Zinn Chapter 6 Profiles of Five Women and Their Achievements DUE Today NYS SS Standards, pp. 24-27 <i>Standard 5: Civics, Citizenship, and Government</i></p>	<p>Civic Engagement</p> <p>Applying instructional and management models to teaching</p>
<p>10/15</p>	<p>Democratic Citizenship: Messenger and Scribe</p> <p>Continue to work on WOW posters Sharing Examples of Final Units</p>	<p>Writing Women into the Curriculum</p>
<p>Week 8 10/20</p>	<p>Peggy McIntosh's White Privilege: Unpacking the Invisible Knapsack at http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html Start reading Zinn Chapter 17</p>	<p>Multiculturalism and Education for Social Justice</p> <p>Diversity in Democratic Citizenship Education</p>
<p>10/22</p>	<p>Your Copy of the QUIZ on Zinn Chapter 17 Due You CREATE the QUIZ! <i>EYE of the Storm</i> Video and Discussion Work on your Group Unit Plan</p>	
<p>Week 9 10/27</p>	<p>Presentations of WOW posters Reflections on WOW Posters</p>	<p>Cooperative Learning</p>

10/29	<p>WOW Posters DUE Immigration and More: Molly Bannekay Six Reading Responses Introducing Primary Sources Proposal of Civic Engagement/Service Learning Project Due Today</p>	<p>Power of Literature and Writing in Social Studies</p>
<p>Week 10 11/3</p>	<p><i>50 Strategies: pp. 19-42</i> Meet Ms. Lorrain Melita at Cortland Memorial Library TMC – Teaching Material Center Each Student Submits Unit Rationale (not graded) TODAY Jackdaw Kits</p>	<p>Using Primary and Secondary Sources to Teach History Group Unit Planning</p>
11/5	<p><i>Continue to read 50 Strategies: pp. 19-42</i> Visit Cortland Historical Society or a local museum in your community</p>	<p>Utilizing museums and historical societies</p>
<p>Week 11 11/10</p>	<p>Handouts on Universal Design for Learning Handouts on Inclusive Classroom First Lesson of the Final Unit DUE TODAY (not graded) Collaborative Teaching</p>	<p>Diverse Learners Differentiated Instruction in an Inclusive Classroom</p>
11/12	<p>Group Unit Planning NO CLASS – I’ll be in Atlanta, GA to attend NCSS. Start reading Zinn Chapter 18</p>	
<p>Week 12 11/17</p>	<p>Second Lesson of the Final Unit DUE Today Please work on your Unit Plan Zinn’s Chapter 18: <i>“The Impossible Victory: Vietnam</i></p>	<p>Interdisciplinary: Integrating Other Subjects into Social Studies</p>
11/19	<p><i>In-Class Debate</i></p>	
<p>Week 13 11/24</p>	<p>Third Lesson plan of Final Unit DUE TODAY (not graded) Rethinking Thanksgiving</p>	
<p>Have a Great Thanksgiving Weekend!</p>		
<p>Week 14 12/1</p>	<p>Written Unit Plan Due Unit Plan Presentations Starts</p>	<p>Final Presentation</p>
12/3	<p>Unit Plan Presentations Continues Civic Engagement/Service Learning Project Written Reflection Due Today</p>	<p>Lesson Plan Implementation and Reflection</p>
<p>Week 15 12/8</p>	<p>Unit Plan Presentations Continues</p>	
12/10	<p>Unit Plan Presentations Continues Reflection Essay on Professional Dispositions Due today</p>	
<p>Week 16 12/15</p>	<p>Uploading Unit Plan on TaskStream You could get an incomplete if you don’t upload the required course assignments to TaskStream by today.</p>	<p>Assessment and Reflection</p>

*This syllabus is tentative and may be modified at the discretion of the instructor and at the reasonable requests of the students.

**All course assignments, unless specified otherwise, are expected to be typed using WORD and submitted through SUNY Cortland E-learning. Use font 12, use appropriate subheadings for each section, page-numbered. APA style should be used for editorial changes and references.