THE CONCEPTUAL FRAMEWORK THEME

The theme/purpose of the conceptual framework undergirding the Education Department’s program is: To produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teacher in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

- Birth through Kindergarten Education (B-K)
- Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in Fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;
5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;
6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and
7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.
GENERAL COURSE DESCRIPTION: This course investigates the role of the teacher as a facilitator and decision-maker who creates a classroom environment in which all learners can be successful. Students examine instructional practices and evaluation procedures that impact student learning. Classroom management, working with families, and the use of the NCSCOS are discussed and analyzed.

As a separate but related part of this course, a 30-hour field lab (EDU 251: Curriculum and Development Lab) is required. This 30-hour field lab provides students the opportunity to share in selected teaching duties with an emphasis on instructional methodology and teacher-student interaction.

STUDENT LEARNING OUTCOMES: Curriculum Development for a Community of Learners is designed to enable students to acquire relevant, minimum competencies as identified by DPI Standards and Indicators as well as the University’s conceptual framework. Demonstrate the ability to be critical thinkers and problem-solvers with the professional dispositions and technological skills necessary to function as competent and effective teachers in a diverse world.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment of Student Learning Outcomes (Assessment Tools)</th>
<th>Linkage to the North Carolina Teaching Standards and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the completion of this course students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Demonstrate mastery of the basic skills required to be an effective teacher</td>
<td>Class Discussion, Peer and Instructor Feedback, Rubric, Research Paper, Exam</td>
<td>NC-T S 4</td>
</tr>
<tr>
<td>2) Be familiar with the educational structure and organization at the local, state and federal levels</td>
<td>Class Discussion, Exam, Journal Reviews</td>
<td>NC – T CS 1</td>
</tr>
<tr>
<td>3) Identify cognitive processes that affect student performance in achieving instructional objectives</td>
<td>Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Rubric</td>
<td>NC-T CS 4</td>
</tr>
<tr>
<td>5) Describe how to plan to meet the needs of diverse population of students</td>
<td>Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Lesson Plans, Rubric</td>
<td>NCT-CS2</td>
</tr>
<tr>
<td>6) Demonstrate a basic understanding of content knowledge, teaching methodology, and reflective practices</td>
<td>Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Rubric</td>
<td>NC-T CS3, NC-T CS 4, NC-T CS 5</td>
</tr>
<tr>
<td>7) Demonstrate an understanding of</td>
<td>Class Discussion, Exam, Journal</td>
<td>NC-T CS 4, NC-T 5</td>
</tr>
<tr>
<td>educational assessment procedures.</td>
<td>Review, Research Paper, Simulation Activities, Rubric</td>
<td>NC-T CS5, NC-T CS4</td>
</tr>
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<tr>
<td>8) Recognize and analyze problems in the content area, identify possible solutions to problems, select problem-solving strategies, and evaluate problem-solving techniques</td>
<td>Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Case Studies, Rubric</td>
<td>NC-T CS1, NC-T CS 4 CS 5</td>
</tr>
<tr>
<td>9) Analyze emerging trends in the content areas; think critically, effectively and ethically how best meet the needs of all stakeholders</td>
<td>Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Case Studies, Rubric</td>
<td>NC-T CS 3</td>
</tr>
<tr>
<td>10) Demonstrate an understanding of the North Carolina Professional Teaching Standards and how they apply to prospective teachers</td>
<td>Class Discussion, Exam, Journal Review, Research Paper, Simulation Activities, Case Studies, Rubric</td>
<td>NC-T CS3</td>
</tr>
</tbody>
</table>

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION PROFESSIONAL TEACHING STANDARDS AND INDICATORS**  www.ncptsc.org

**CORE STANDARDS**

**Core Standard 1.** Teachers demonstrate leadership

**Core Standard 2.** Teachers establish a respectful environment for a diverse population of students

**Core Standard 3.** Teachers know the content they teach.

**Core Standard 4.** Teachers facilitate learning for their students

**Core Standard 5.** Teachers reflect on their practice

**DIVERSITY STANDARDS**

**Diversity Standard 4.** Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

**Diversity Standard 6.** Teachers of diverse students are reflective practitioners who are committed to educational equity.

**TECHNOLOGY STANDARDS**

**Technology Standard 1.** Teachers demonstrate a sound understanding of technology operations and concepts.

**Technology Standard 3.** Teachers implement curricular plans that include methods and strategies for applying technology to maximize student learning.
BIRTH-KINDERGARTEN STANDARDS

Standard 5. Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments.


Standard 8. Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.


ELEMENTARY EDUCATION STANDARDS

Standard 7. Elementary teachers use developmentally appropriate strategies to design and deliver instruction in all areas of the elementary curriculum.

Standard 14. Elementary teachers develop strategies to address topics that are controversial to diverse groups.

ENGLISH EDUCATION

Standard 11. Teachers foster in students awareness and appreciation of their own and others’ cultures.

Standard 12. Teachers recognize commonalities and individual differences within the classroom.

Standard 13. Teachers respect and accommodate areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, special physical or mental challenges, and giftedness.

MATHEMATICS EDUCATION

Standard 11. To promote diversity as strength, teachers are knowledgeable about and sensitive toward various teaching/learning styles.

COURSE PROCEDURES: A variety of methods will be adopted, including lectures (PowerPoint notes), discussion and reflective questions on Blackboard, video clips from MyLabSchool, case studies, journal reviews, and research paper, etc.

Course Format:

Blackboard Discussion/Participation

1. Reading. 
   Blackboard Discussion Questions will be posted each Sunday in the ASSIGNMENT SECTION. Blackboard Discussion Questions will be based on the required reading assignments, simulation activities, video clips and Power point notes. Students are encouraged to recommend additional readings they think would be helpful to their colleagues in understanding the concepts.

2. Summation Reaction/Response Dialogue Participation
   Each student will prepare a one page (double spaced) SUMMARY/REACTION/RESPONSE to the Blackboard Discussion Questions. Remember when your S-R/R is read, your reader cannot see your facial expressions or your body language. Students will be required to post S-R/R in the Blackboard Topic Discussion Forum and engage in a Collaborative Learning process with other students on the topic of discussion. In an effort to facilitate dialogue, each student must react to at least one colleague’s S-R/R by Saturday night, using the REPLY Button in Blackboard. Students are encouraged to do more than just agree or disagree with your peers. If you agree or disagree, state why or offer a different perspective. The objective is to engage in dialogue, not just to reply.

3. Evaluation: Blackboard Discussion/Participation
   Reynolds/EDU 250 - Syllabus/Spring 2009
Students will receive a weekly participation grade based on the participation rubric located in the COURSE INFORMATION SECTION ON BLACKBOARD
NC-T Standards 1, 2, 3, 4, 5

ASSIGNMENTS
This course engages students in thinking about strategies to design and deliver instruction in all areas of the curriculum. All projects should be posted on Blackboard.

1. **Quizzes and Exams.** There will be two quizzes based on the readings, lectures and discussions. A mid-term exam and a final exam will also be given.
   NC-T Standards 1, 2, 3, 4, 5 Diversity Standards 4, 6 Technology Standards 1, 3, ELED Standards 7, BK Standards 5,

2. **Reflective Paper**  Due Date

   Write a one page reflective paper describing YOUR elementary and/or secondary school experience, to include your teacher(s)’ teaching style, opportunities provided for the individual child, knowledge of content, professional dispositions, use of technology, opportunities to use critical thinking and problem-solving skills, care and concern for students, and professionalism.
   NC-T Standards 1, 2, 5 Diversity Standard 6, Technology Standard 1

3 **Semester Research Paper:**  Due Date

   THE RESEARCH TOPIC MUST COME FROM CHAPTERS 7-10 IN THE TEXTBOOK

   The research paper should follow APA format and must be 8-10 pages in length. This should include the Title Page and Work Cited Page. The research paper must have no fewer than 5 references. (See APA format online at the following address: APA Website [http://www.uwsp.edu/psych/apa4b.htm].

   - How to write, using the APA style
   - How to search the WEB to locate sources
   - Printout of WEB sites that provide tips on writing research paper
   - (Resource-MyLabSchool, Course, Foundation/Intro to Teaching (CD), Research Navigator (FDRN)  http://www.researchnavigator.com

   Standards
   NC-T Standards 1, 2, 3, 4, 5
   NC-T Diversity Standard 1
   NC-T Technology Standard 1

4. **Journal Article Reviews:**  POST ON BLACKBOARD

   Read and report on two current journal articles using the following Shaw University Department of Education format: (Refer to the Blackboard Projects/Resources Section)

   A. Title of Article:
   B. Author(s):
   C. Journal:
   D. Synopsis: (summarize in your own words; at least ½ page in length)
   E. Subjects: (people involved in the study; ex. (50) ten year old boys)
   F. Instrument: (kind of test, survey, etc. used to collect data)
   G. Findings: (outcome)
   H. Implication/Application: (how will or can the information be used)
   I. Reaction: (your personal reaction to the article)
   J. NCDPI Standards/Goals and Indicators/Objectives (NCDPI standards and indicators that align with the article)
All journal reviews must be submitted with the actual article. Each part in the format (A-J) must be addressed.

**Resource Site: Research Navigator**  http://www.researchnavigator.com

**Standards**
- NC-T Standards 1, 2, 3, 4, 5
- NC-T Core Diversity Standard 1
- NC-T Core Technology Standard 1


Enter your school’s zip code  27601

Your Platform: MyLabSchool  
**E BOOK VERSION**

Textbook: Parkay, Forrest, Becoming a Teacher, 7th Edition, Allyn & Bacon Publisher  
Cost: $59.00

MyLabSchool Help Number  1-800-677-6337

Students must be proficient in the use of Blackboard

Students must have access to a computer that can run video clips/multi media presentations, power points, etc.

**TEXTBOOK CONTENTS**

1. **The Teaching Profession**
   - Teaching: Your Chosen Profession
   - Learning to Teach
2. **Foundations of Teaching**
   - Ideas and Events that Have Shaped Education in the United States
   - Social Realities Confronting Today’s Schools
   - Struggles for Control of Schools in the United States
   - Ethical and Legal Issues in Education in the United States
3. **The Art of Teaching**
   - Teaching Diverse Learners
   - Addressing Learners’ Individual Needs
   - Authentic Instruction and Curricula for Creating a Community of Learners
   - Curriculum Standards, Assessment, and Student Learning
   - Teaching with Technology
4. **Your Teaching Future**
   - Teachers as Educational Leaders
   - Your First Teaching Position
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<th>Date</th>
<th>Topic</th>
<th>Class Activity/ Assignment Due</th>
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<td>Week 1</td>
<td>Introduction Overview; Get Acquainted Activity</td>
<td>Read Syllabus North Carolina Standards and Indicators <a href="http://www.dpi.state.nc.us/curriculum">www.dpi.state.nc.us/curriculum</a></td>
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<tr>
<td>January 19</td>
<td>Read Chapter 1 - Textbook Teaching: Your Chosen Profession Lecture-PowerPoint Notes</td>
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<td>January 24</td>
<td>Take Practice Quiz #1 Email Results, Send Text-Attached HTML</td>
<td>North Carolina Professional Teaching Standards adopted 2008 <a href="http://www.ncptsc.org">http://www.ncptsc.org</a></td>
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<td>Week 2</td>
<td>Read Chapter 2 Learning to Teach Lecture-PowerPoint Notes</td>
<td>Textbook Homework Page 17 Case Study Answer Questions 1, 2, 3 Submit Homework Assignment to the Digital Dropbox on Blackboard</td>
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<td>January 25</td>
<td>MyLabSchool Series Click - Textbook Click – Video Clips Click - Profession of Teaching Clip 1: Becoming a Teacher</td>
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<td>January 31</td>
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<td>Homework Assignments posted in the Assignment Section on Blackboard</td>
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<td>Week 3</td>
<td>Read Chapter 3 Ideas &amp; Events that Have Shaped Education in the US</td>
<td>Reflective One Page Paper Due; submit paper in the Digital Dropbox on Blackboard, directives are in the Projects/Resources Sections on Blackboard</td>
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<td>February 1</td>
<td>Lecture –PowerPoint Notes MyLabSchool Series Click – Textbook Click – Video Clips Click – Profession of Teaching Clip 5 – Developing a Philosophy of Education</td>
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<td>February 7</td>
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<td>Homework Assignments posted in the Assignment Section on Blackboard</td>
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<tr>
<td>Week 4</td>
<td>Read Chapter 4 -Social Realities Confronting Today’s Schools Lecture-PowerPoint Notes</td>
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<td>February 8</td>
<td>MyLabSchool Series Click – Textbook Click – Video Clips Click - “Working with Parents and the Community Video Clip 14: Involving Parents</td>
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<td>February 14</td>
<td>-Quiz #1 Chapter 1, 2, 3 Blackboard - use Study Guide in the Resources Section on Blackboard.</td>
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<td></td>
<td>-Journal Article 1 due February 14</td>
<td>Focus: Foundations of Education Topic must come from chapters 3, 4, 5, or 6 from the textbook. Follow the format listed on Blackboard Submit Journal Article 1 to the Digital Dropbox on Blackboard</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignments</td>
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<tr>
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</table>
| 5    | February 15 - February 21 | Read Chapter 5  
Struggles for Control of Schools in the US  
Lecture - PowerPoint Notes  
Read Chapter 6  
Ethical & Legal Issues in Ed in the US  
Lecture – PowerPoint Notes  
MyLabSchool Series  
Click – Textbook  
Click – Lesson Plans/Portfolio Builder  
Focus: How to Write and Effective Lesson for Reading or Math |
| 6    | February 22 - February 28 | MyLabSchool Series  
Click – Textbook  
Click - Video Clips  
Click - Legal and Philosophical Issues  
Video Clip 3: PL 94-142 |
| 7    | March 1 – March 7 | Read Chapter 7  
Teaching Diverse Learners  
Lecture-PowerPoint Notes  
-Review 21st Century Teaching Strategies  
-MyLabSchool Series  
Click – Textbook  
Click – Video Clips  
Click - Multi-Cultural Education  
Video Clip 7: Ethic Diversity and Standards Planning |
| 8    | March 8 – March 14 | Read Chapter 8 PP 282-309  
Assessing Learners’ Individual Needs  
Lecture –PowerPoint Notes |
| 9    | March 15 – March 21 | Read Chapter 8 PP309-321  
Assessing Learners’ Individual Needs,  
MyLabSchool Series  
Click – Textbook  
Click - Video Clips  
Click - Inclusion |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Video Clip 8: The Inclusion Classroom</th>
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</thead>
</table>
| Week 10 | **Read Chapter 9 PP 324-344**  
| March 22-28 | **Authentic Instruction and Curricula for Creating a Community of Learners**  
| Lecture – PowerPoint Notes |
| Homework Assignments posted in the Assignment Section on Blackboard |
| **-MyLabSchool Series**  
| **Click – Textbook**  
| **Click – Video Clips**  
| **Click - Managing Behavior Problems**  
| **Clip 9: Classroom Management** |

| Week 11 | **Read Chapter 9 PP 345-364**  
| March 29 – April 4 | **Continuation**  
| **Authentic Instruction and Curricula for Creating a Community of Learners**  
| **Lecture- PowerPoint Notes** |
| Homework assignment posted on Blackboard |
| **MyLabSchool Series**  
| **Click - Textbook**  
| **Click – Lesson Plans/Portfolio Builder**  
| **Focus: How to Write an Effective Lesson Plan for Reading or Math.** |
| Homework Assignments posted in the Assignment Section on Blackboard |

| Week 12 | **Read Chapter 10 PP 366-388**  
| April 5 – April 11 | **Curriculum Standards, Assessment, and Student Learning**  
| **Lecture – PowerPoint Notes**  
| **-MyLabSchool Series - Simulation Activity**  
| **Click – Textbook**  
| **Click - Resources**  
| **Click - Simulation Archive**  
| **Click - Classroom Assessment**  
| (You will need to read the transcript) |
| Quiz # 2 Chapters 7, 8, 9 |
| Homework Assignments posted in the Assignment Section on Blackboard |
| **Focus: Art of Teaching**  
| Topic must come from chapters 7, 8, 9, 10 in the Textbook  
| Submit to the Digital Dropbox on Blackboard |

| Week 13 | **Read Chapter 10 PP 383-399**  
| April 12 – April 18 | **Continuation**  
| **Curriculum Standards, Assessment, and Student Learning**  
| **MyLabSchool Series Simulation Activity**  
| **Click – Textbook**  
| **Click - Resources**  
| **Click Simulation Archive**  
| **Click – Content Standards**  
| (You will need to read the transcript) |
| Research Paper Due  
| Focus: Art of Teaching Chapters 6, 7, 8, 9, 10  
| Submit to Digital Dropbox on Blackboard |
| Homework Assignments posted in the Assignment Section on Blackboard |

| Week 14 | **Read Chapter 12**  
| April 19 – April | **Teachers as Educational Leaders**  
| Lecture – PowerPoint Notes |
| Homework assignments posted in the Assignment Section on Blackboard |
25
Read Chapter 13
Your First Teaching Position
Lecture – PowerPoint Notes

Week 15
April 26
– May 2
Review Online Study Guide for Final Exam
Final Exam
Final Exam (Cumulative)
Chapter 1-13 Blackboard

REVISION OF SYLLABUS IS SUBJECT TO THE DISCRETION OF THE INSTRUCTOR

COURSE EVALUATION:

1. **Homework/Projects:** Homework and semester projects are due on the date listed on the syllabus. Assignments not turned in on time will result in a recorded grade of zero.

2. **Tests/Quizzes.** Tests/Quizzes will be announced in advance. Students who fail to take the tests within the time allotted on Blackboard will receive a grade of zero.

3. **Grading Scale:**
   - A = 100-90 (Target)
   - B = 89-80 (Acceptable)
   - C = 79-70 (Acceptable)
   - D = 69-60 (Unacceptable)
   - F = below 60 – failing (Unacceptable)

   **Rubrics.** Common rubrics will be used to assess performance on assignments.

4. **Grading:** for the purpose of determining your final grade:
   - Homework 5%
   - Projects 45%
   - Mid Term Exam / Quizzes 20%
   - Final Exam 15%
   - Participation 15%
   - (Blackboard Discussions, Virtual Classroom Discussions)

   **Writing expectations and comments.**
   1. You must use word-processing all work turned in for a grade (except in the case of in-class exams).
   2. Writing is both an important tool for thinking and an essential form of expression for teachers and all professionals. Think about it. *As a parent, how confident would you be in your child’s instruction if his/her teacher couldn’t write well?* Take seriously what you write for this class. Read and reread your work. DO NOT rely solely on spell and grammar check functions to check your work! Read it yourself and ask others to read it. Your papers must demonstrate effective use of language, sentence integrity, and clarity of ideas, logical development of themes, and accurate spelling and grammar. If you need help, get it from a friend or from the Learning Center.
   3. **All assignments must be submitted using MICROSOFT WORD.**

CLASS ATTENDANCE POLICY

Students will be required to login on Blackboard on the assignment tab before 9:00p.m. on Mondays beginning January 19. This is how attendance will be kept. Students will also be expected to check Blackboard daily for announcements and updates.
Classroom Rules/Expectations:

1 Policy on Plagiarism

**DO NOT DOWNLOAD SECTIONS FROM THE INTERNET AND SUBMIT THEM AS YOUR OWN WORK. THAT IS CALLED PLAGIARISM AND WILL RESULT IN YOUR RECEIVING NO CREDIT FOR THE ASSIGNMENT**

Plagiarism is presenting other people’s work as your own. Using another person’s idea, words, or work is theft. As members of the academic community, students must be mindful of other people’s property. Failure to respect such property rights is considered a serious and punishable violation of appropriate conduct at Shaw University.

A student who plagiarizes an assignment can expect that he or she will receive a zero for the assignment and that the plagiarism incident will be reported to the Vice President for Academic Affairs.

A second incident of plagiarism by the same student in the same class will result in automatic expulsion from the class and a grade of “F” in the course. The reason for the “F” will be documented in the grade report to the Registrar. A record of students expelled from classes will be forwarded to the Vice President for Academic Affairs at the end of each semester.

Three incidents of plagiarism in a student’s college career will be cause for additional disciplinary action by the Vice President for Academic Affairs up to and including suspension.

2 Students must have an email account in order to facilitate communications (I often send announcements and reminders via email.)

Statement of non-discrimination.
Shaw’s policy is not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modifications in this course, please contact me and/or the Disabilities Services office. Please notify me during the first week of class if you have any special needs or concerns.

SUPPLEMENTARY MATERIALS

- American Psychologist
- American Educational Research Journal
- Black Issues in Higher Education
- Bulletin of the National Association of Secondary School Principals (NASSP)
- Elementary School Journal
- Encyclopedia of Educational Research
- Educational Leadership
- Journal of Educational Psychology
- Journal of Educational Research
- Journal of Experimental Educational Training Program
- Journal of School Psychology
- Multicultural Review
- Phi Delta Kappan
- Psychological Review
- Review of Educational Research
- School Board Journal

APA Website: [http://www.uwsp.edu/psych/apa4b.htm](http://www.uwsp.edu/psych/apa4b.htm)
Relevant internet sources (e.g. [www.schoolreport.com](http://www.schoolreport.com))
*Department of Public Instruction (www.ncpublicschools.gov)
* K-12 Teaching and Learning from the University of North Carolina School of Education (www.learnnc.org)
ERIC Clearinghouse on Assessment and Evaluation (http://ericnet/ftlib.htm)
Assessment Training Institute (http://www.assessmentinst.com)
*Standard Course of Study – http://www.dpi.state.nc.us/curriculum
*North Carolina Professional Teaching Standards www.ncptsc.org

BIBLIOGRAPHY


<table>
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<td><strong>This assignment sheet is designed to help you keep up with course requirements, grades and due dates, and should allow you to monitor your own progress in the course.</strong></td>
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<td><strong>This syllabus is subject to change at the discretion of the instructor</strong></td>
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Reynolds/EDU 250 - Syllabus/Spring 2009 13