Instructor/TA Info

Instructor Information
Name: Ellie Young
Office Location: 340-E MCKB
Office Phone: 801-422-1593
Office Hours: Mon, Wed 3:00pm-4:00pm
Or By Appointment
Email: ellie_young@byu.edu

Course Information

Description

1. Students will develop concise, targeted problem identification statements for academic problems that lead to evidence-based assessments and instruction that matches student needs.

2. Students will demonstrate competency in designing and implementing group and individual evidence-based instructional strategies/interventions (based on previous assessments) for academic problems. Students will incorporate means of monitoring progress, assessing treatment fidelity, and making intervention/instructional changes when needed. Students will implement the intervention, collect progress monitoring data, and evaluate outcomes using the data. Students will use data to make adjustments in the academic intervention if needed. Students will demonstrate competency in collaborating and consulting with teachers, other professionals, and parents in designing and monitoring academic interventions and intensifying instruction.

3. Students will be able to describe how diversity issues (e.g. culture, race, ethnicity, socioeconomic status, religion, and gender) influence learning problems in school-aged children and adolescents. Assessment and intervention plans will be developmentally sensitive and culturally responsive. Students will demonstrate a compassionate, non-judgmental attitude.

4. Students will apply NASP ethical principles when providing support for academically struggling students.

Alignment with NASP Domains of Practice

- Data-Based Decision Making and Accountability (Domain 1)—Students will use data from assessments to develop and evaluate interventions.
- Interventions and Instruction Support to Develop Academic Skills (Domain 3)—Students will demonstrate competency in advocating for and implementing evidence-based practices in choosing, implementing, and evaluating curricula and instructional strategies

Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95%</td>
</tr>
<tr>
<td>A-</td>
<td>93%</td>
</tr>
<tr>
<td>B+</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>87%</td>
</tr>
<tr>
<td>B-</td>
<td>85%</td>
</tr>
<tr>
<td>C+</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>77%</td>
</tr>
<tr>
<td>C-</td>
<td>75%</td>
</tr>
<tr>
<td>D+</td>
<td>70%</td>
</tr>
</tbody>
</table>
Attendance Policy

Students are expected to attend class each week and be prepared to discuss the readings. Students who miss more than one class period may have their grade lowered one full letter grade. Students are expected to be in the classroom at 1:00 pm and stay for the entire class period.

If you are must miss class, you are expected to email the instructor before class and explain your reason for missing class (i.e., health concerns, family emergency). You also are expected to review the material presented in class that day and ensure that your overall learning is minimally impacted by your absence.

Classroom Procedures

Technology: Students who bring lap top computers to class will be expected to use their computers for class purposes only. Students who use their computers for non-class related activities will either lose points or lose the privilege of having their computers in class. Continuing to use your computer for non-class related activities will lose professionalism points.

Cell phones: Silence cell phones and do not text during classes.

Late work: Turning in your work on or before the due date shows respect for other students and the instructor, and it implies that learning is a personal priority. Assignments will be due as noted in Learning Suite. Due dates for assignments may be changed due to circumstances beyond a student’s control. However, requests for changes must be made in writing/email to the instructor at least 48 hours before the due date. Please include an alternate date for completing the assignment with your request.

Assignments must be typewritten and double-spaced with 10- or 12-point font with one inch margins. Also, use American Psychological Association style, and follow the guidelines in the Publication Manual of the American Psychological Association, 7th edition.

Please refer to persons with disabilities by naming the person before the disability, e. g. “the person with depression” rather than “the depressed person” or “the ADHD child.” If you put the disability before the person in any of your writings, 3 points will be deducted from your score.

Learning should be fun, challenging, and joyous. Please be respectful of the thoughts, feelings, and opinions of others. If you disagree, please share your ideas respectfully. Diversity of thought enriches learning. We do not have to think the same, but we do need to rely on research and empirical theories and models. When you share your opinions, be prepared to discuss evidence that supports your opinion.

I reserve the right to change any part of the syllabus due to the learning needs of the students, teacher, or guestlecturers. I also reserve the right to make modifications in grading practices or outcomes.

Teaching Philosophy

Our classroom is a community of learners that contributes to the success of each students. As the instructor, it is my responsibility to gather evidence that you have mastered the course objectives. Grades reflect your mastery of course objectives. My goal is to help you be successful. If you do not understand a concept or an assignment, ask me. If your completed work does not demonstrate mastery, I am willing to work with you so that you can demonstrate mastery. However, no assignment re-do's will be accepted after the last day of class.

Contact Information and Office Hours

You can contact me via email at ellie_young@byu.edu

Office hours are MW from 3:00 to 4:00 pm.

Assignments

Assignment Descriptions

Student Information

Sep 03  Due: Friday, Sep 03 at 11:59 pm

This form helps the instructor to understand student learning needs and expectations.

Class Recording Release Form

Sep 07  Due: Tuesday, Sep 07 at 11:59 pm
Form used for collecting a FERPA release from students for sharing the recording of their class to students in other sections of the course.

**Reading Activity 1**

| Sep 08 | Due: Wednesday, Sep 08 at 10:00 am |

Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
   - A reflection paper that answers these questions
     - What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?
   - A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
   - Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
   - 5-7 quiz questions with answers.
   - Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.
   - As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
   - I'm not sure what the author meant by ....?
   - I don't see the connection between "x" and "y"?
   - Applying these ideas in schools seems complicated by ...; how can I better understand the application?
   - These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:
   1. What progress did I make on a) my intervention project and b) my assessment project?
   2. What did I learn from my experiences with my project?
   3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
   4. What class content did I use in practicum this week?
   5. What do I wish I would have known how to do?
   6. What am I going to do next week?
   7. What questions do I have for ELY?

**Reading Activity 2**

| Sep 13 | Due: Monday, Sep 13 at 10:00 am |

Reading Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
   - A reflection paper that answers these questions
     - What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?
   - A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
   - Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
   - As appropriate, include gospel connections or insights that you gain from the readings.
Reading Activity 3

| Sep 20 | Due: Monday, Sep 20 at 10:00 am |

Reading Reflection Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
   A reflection paper that answers these questions
   - What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

   A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
   Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
   5-7 quiz questions with answers.

   Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.
   As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
   I'm not sure what the author meant by .....? I don't see the connection between "x" and "y"? Applying these ideas in schools seems complicated by ...; how can I better understand the application? These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:
   1. What progress did I make on a) my intervention project and b) my assessment project?
   2. What did I learn from my experiences with my project?
   3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
   4. What class content did I use in practicum this week?
   5. What do I wish I would have known how to do?
   6. What am I going to do next week?
   7. What questions do I have for ELY?

Reading Activity 4

| Sep 27 | Due: Monday, Sep 27 at 10:00 am |
Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
   A reflection paper that answers these questions
   - What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

   A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
   Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
   5-7 quiz questions with answers.
   Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

   As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
   I'm not sure what the author meant by ....?
   I don't see the connection between "x" and "y"?
   Applying these ideas in schools seems complicated by ...; how can I better understand the application?
   These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:
   1. What progress did I make on a) my intervention project and b) my assessment project?
   2. What did I learn from my experiences with my project?
   3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
   4. What class content did I use in practicum this week?
   5. What do I wish I would have known how to do?
   6. What am I going to do next week?
   7. What questions do I have for ELY?

Reading Activity 5

Due: Monday, Oct 04 at 10:00 am
I don't see the connection between "x" and "y?"
Applying these ideas in schools seems complicated by ...; how can I better understand the application?

These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

**Permission Form**

**Parent or Teacher Interview**

**ICEL/RIOT Matrix**

**Cum File Review**

**Reading Activity 6**

Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?
A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning. As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
   - I'm not sure what the author meant by ....?
   - I don't see the connection between "x" and "y"?
   - Applying these ideas in schools seems complicated by ...; how can I better understand the application?
   - These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:
   - What progress did I make on a) my intervention project and b) my assessment project?
   - What did I learn from my experiences with my project?
   - What mistakes did I make and what did I learn from this? (Making mistakes is good!)
   - What class content did I use in practicum this week?
   - What do I wish I would have known how to do?
   - What am I going to do next week?
   - What questions do I have for ELY?

Problem Identification

Intervention Project

Students will complete a project using Curriculum Based Measures (CBM; Acadience, i-ready Math) to assess and intervene with one student or a small group of students at their practicum site. The interventions must be minimally monitored for a six week period. Trend-lines must be developed. If the interventions are not meeting the expectations of the team, changes must be made and interventions continued. This project must include baseline data collection, a targeted, evidence-based invention with measurable outcomes. You must document collaboration with the teacher, school administrator or respective school leader. Students will use the NCSP case study structure to summarize and report the results of this project. The NCSP case study structure is available in Content in Learning Suite. The project will be evaluated based on the rubric inherent in the NCSP case study structure.

Successfully completing this project will provide evidence that you can facilitate positive academic growth for youth in schools.

The rubric and template for this project is available here: https://learningsuite.byu.edu/as8e/cid-nXPRqOCsxjBd/student/pages/id-Y94M

Reading Activity 7

Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
Reading Activity 8

| Oct 25 | Due: Monday, Oct 25 at 10:00 am |

Reading Reflection Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions
- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
5-7 quiz questions with answers.
Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.
As appropriate, include gospel connections or insights that you gain from the readings.
2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
I'm not sure what the author meant by ....?
I don't see the connection between "x" and "y"?
Applying these ideas in schools seems complicated by ...; how can I better understand the application?
These ideas don't align with what we learned in xx class; can you help me understand?
3. Practicum updates: Include answers to the following questions:

1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?
Reading Activity 9

Due: Monday, Nov 01 at 10:00 am

Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
   A reflection paper that answers these questions
   - What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

   A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
   Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
   5-7 quiz questions with answers.
   Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.
   As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
   - I'm not sure what the author meant by ....?
   - I don't see the connection between "x" and "y"?
   - Applying these ideas in schools seems complicated by ...; how can I better understand the application?
   - These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:
   - 1. What progress did I make on a) my intervention project and b) my assessment project?
   - 2. What did I learn from my experiences with my project?
   - 3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
   - 4. What class content did I use in practicum this week?
   - 5. What do I wish I would have known how to do?
   - 6. What am I going to do next week?
   - 7. What questions do I have for ELY?

Part 1-Psycho educational Report

Due: Wednesday, Nov 03 at 11:59 pm

Complete one psycho-educational assessment that incorporates an academic assessment, preferably a Woodcock Johnson and CBM (e.g., Acadience data).
Part 1 includes the following: Identifying information, Reason for referral, Assessments used and record review/history, and observations.
Part 2 of the report includes a data summary, a summary that integrates the assessment results, and then targeted instructional strategies that explicitly address the academic concerns noted in the referral question.

Templates and rubrics are available in Content in Learning Suite.

Reading Activity 10

Due: Monday, Nov 08 at 10:00 am

Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)
1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
5-7 quiz questions with answers.
Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.
As appropriate, include gospel connections or insights that you gain from the readings.
2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
I'm not sure what the author meant by ....?  
I don't see the connection between "x" and "y"?  
Applying these ideas in schools seems complicated by ...; how can I better understand the application?  
These ideas don't align with what we learned in xx class; can you help me understand?
3. Practicum updates: Include answers to the following questions:
1. What progress did I make on a) my intervention project and b) my assessment project?  
2. What did I learn from my experiences with my project?  
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)  
4. What class content did I use in practicum this week?  
5. What do I wish I would have known how to do?  
6. What am I going to do next week?  
7. What questions do I have for ELY?

Problem Analysis

The rubric and template for this project is available here: https://learningsuite.byu.edu/as8e/cid-nXPRqOCsxjBd/student/pages/id-Y94M

Reading Activity 11

Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
A reflection paper that answers these questions

- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
5-7 quiz questions with answers.
Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.
As appropriate, include gospel connections or insights that you gain from the readings.
2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these
Readings Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.

A reflection paper that answers these questions:
- What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.

Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.

5-7 quiz questions with answers.

Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning.

As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
- I'm not sure what the author meant by ....?
- I don't see the connection between "x" and "y"?
- Applying these ideas in schools seems complicated by ...; how can I better understand the application?
- These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:

   1. What progress did I make on a) my intervention project and b) my assessment project?
   2. What did I learn from my experiences with my project?
   3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
   4. What class content did I use in practicum this week?
   5. What do I wish I would have known how to do?
   6. What am I going to do next week?
   7. What questions do I have for ELY?

Part 2--Psycho-educational Report

Complete one psycho-educational assessment that incorporates an academic assessment, preferably a Woodcock Johnson and CBM (e.g., Acadience data).

Part 1 includes the following: Identifying information, Reason for referral, Assessments used and record review/history, and observations.
and observations.
Part 2 of the report includes a data summary, a summary that integrates the assessment results, and then targeted instructional strategies that explicitly address the academic concerns noted in the referral question. Templates and rubrics are available in Content in Learning Suite.

Intervention

| Nov 29 | Due: Monday, Nov 29 at 11:59 pm |

The rubric and template for this project is available here:  https://learningsuite.byu.edu/as8e/cid-nXPRqOCaxjBd/student/pages/id-Y94M

Annotated Bibliography

| Nov 29 | Due: Monday, Nov 29 at 11:59 pm |

Students will write an annotated bibliography (see http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm (http://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm) for example) on the intervention they have chosen from their intervention project. The paper must include five empirical studies. An empirical study has a method and results section. Do not include articles or chapters that are just summaries or other research (unless it is a meta-analysis) of the research. Your annotated bibliography begins with a brief description of the questions you want to answer. For example, you may want to learn what instructional strategies are helpful for first graders who need help with reading fluency, or what strategies help students learning math facts. Your paper ends with a summary of guiding principles. Examples and a rubric are available in Content in Learning Suite.

Reading Activity 13

| Dec 06 | Due: Monday, Dec 06 at 11:59 pm |

Reading Reflections Activities have 3 parts:
1. A summary (more details below)
2. Lingering questions/ideas (more details below)
3. Practicum updates (see questions below)

1. Reading Summary: Thoughtfully prepare one of the following types of documents that shows your understanding of the readings.
   A reflection paper that answers these questions
   • What were the 2-3 big ideas in the reading? Why are they important? How can I use them in my work? What questions do I still have?

   A handout that you could give to parents or teachers that summarizes the big ideas and provides an application appropriate for parents or teachers.
   Approximately 7-10 power point slides that highlight the big ideas in the readings, why they are important, and how parents/teachers could use these ideas.
   5-7 quiz questions with answers.
   Other thoughtful summaries that show you have thoroughly read the readings and are striving to apply your learning. As appropriate, include gospel connections or insights that you gain from the readings.

2. Your assignment must include 2-3 lingering questions or ideas that you have about the readings. Examples of these lingering questions or ideas could include the following:
   I'm not sure what the author meant by ....?
   I don't see the connection between "x" and "y."
   Applying these ideas in schools seems complicated by ...; how can I better understand the application? These ideas don't align with what we learned in xx class; can you help me understand?

3. Practicum updates: Include answers to the following questions:
1. What progress did I make on a) my intervention project and b) my assessment project?
2. What did I learn from my experiences with my project?
3. What mistakes did I make and what did I learn from this? (Making mistakes is good!)
4. What class content did I use in practicum this week?
5. What do I wish I would have known how to do?
6. What am I going to do next week?
7. What questions do I have for ELY?

Course/Instructor Ratings

Dec 08 Due: Wednesday, Dec 08 at 11:59 pm

Complete the end-of-semester course/instructor ratings. Be sure to release your name so I can give you credit. I will not have access to professor ratings until after grades are submitted.

Tutoring with Student

Dec 08 Due: Wednesday, Dec 08 at 11:59 pm

Contact a teacher and offer to spend a 10 hours over the course of a the semester providing tutoring in small groups or with an individual student who is struggling with an academic weakness.

Turn in a log of your 10 hours and include a weekly summary that answers the following questions:

1. Briefly, what skills did you work on with this student?
2. What did you notice about the student's response to the instruction?
3. Do you believe the instructional strategies you are using are effective? Why or why not?
4. What will you do differently next time? Why?

Evaluation

Dec 08 Due: Wednesday, Dec 08 at 11:59 pm

The rubric and template for this project is available here: https://learningsuite.byu.edu/as8e/cid-nXPRqOCsxjBd/student/pages/id-Y94M

Professionalism and attendance

Dec 08 Due: Wednesday, Dec 08 at 11:59 pm

Each student will be given 10 points at the beginning of the semester. It is assumed that students will maintain these points. However, when students engage in the following behaviors points will be deducted:

1. Using the computer for non-class related business (i.e., facebook)
2. Answering cell phones or texting in class
3. Consistently being late to class or not notifying the instructor when not attending class.
4. Talking when others are talking
5. Showing disregard for the thoughts and feelings of others
6. Other behaviors deemed unprofessional by the instructor

Reflection: Parent/Guardian & Teacher Interviews

Dec 21 Due: Tuesday, Dec 21 at 11:59 pm

University Policies

Multicultural Competence

In the CPSE Department, we value and respect every person and seek to promote multicultural competence.
Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct
Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at titleixcoordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting http://titleix.byu.edu, or by contacting the university's Title IX Coordinator.

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit https://hrs.byu.edu/equal-opportunity for help.

Academic Honesty
The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement
While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.
Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism—Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism—Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism—The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism—The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic—The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement—The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.
# Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>PowerPoints &amp; Materials</th>
<th>Readings BEFORE Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Su Aug 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Aug 30</td>
<td>August 30 and Sept 2.pptx Download</td>
<td></td>
</tr>
<tr>
<td>W Sep 01</td>
<td>Sept 1.pptx Download</td>
<td>Core Standards, Common Core, Instruction &amp; Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.corestandards.org">http://www.corestandards.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utah Core Standards for English Language Arts and Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.uen.org/core/">http://www.uen.org/core/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Core State Standards for English Language Arts and Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Available through the BYU library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meta-Analysis of Academic Interventions Derived From Systematic Reviews and Meta-Analyses (Course reserves)</td>
</tr>
<tr>
<td>F Sep 03</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Sep 06</td>
<td>Labor Day</td>
<td></td>
</tr>
<tr>
<td>T Sep 07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RTI as a way to identify and support struggling learners

Readings on Course Reserve:

To Change the Things I Can: Making Instruction More Intensive (Stevenson & Reed--Course reserve)

Critique of the National Evaluation of Response to Intervention: A Case for

Textbook Readings:

Kovaleski, VanDerHeyden, & Shapiro (KVS) Chapters 1 & 2.

Best Practices in Delivering Intensive Academic Interventions With a Skill-based Psychology Student-Level Services

Web-based Readings

What are the common reasons for school problems?
### M Sep 13 Monday

** Course Reserve Readings **

BEST PRACTICES IN READING A 21st Century Skill Update (Roskos and Neuman--Course reserve readings)

** Web-based Readings **

http://reading.uoregon.edu/big_ideas/index.php

For each of the Five Big Ideas in Reading (Phonemic Awareness, Alphabet, Read the 1) Concepts & Research, 2) Instruction, and 3) Assessment.

http://www.readingrockets.org/teaching/experts/mark-seidenberg

Thoroughly review the Acadience Assessment Manual (available at no cost https://acadiencelearning.org/acadiencereading.html

**The Acadience Manual is also available in Content in Learning Suite**

**Readings in Content in Learning Suite**

Why Bother with Fidelity (Young--available in LS in content).

**Review 3 examples of fidelity checklists are available on this website: http protocols**

**Textbook Readings**

Best Practices in Instructional Strategies for Reading in General Education Psychology:

Student-Level Services

---

### W Sep 15 Wednesday

** Melissa Bostwick from Alpine School District will be the guest presenter today. She'll be sharing ideas about implementing an RTI process. **

---

** Week 5 **
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Web-based Readings</th>
<th>Textbook Readings</th>
<th>Readings in Learning Suite Content</th>
<th>Readings in Course Reserve</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Sep 20</td>
<td>How can we use reading assessment data to design instructional strategies?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What does effective reading instruction for struggling learners look like? Struggling learners may be participating in Tier 2 or Tier 3 supports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How does the ICEL/RIOT Matrix influence how I collaborate around reading instruction?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Big Ideas in Reading Sept 20 &amp; 22.pptx Download</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Sep 22</td>
<td>Week 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Sep 27</td>
<td>How do we rule out other conditions (e.g., poor instruction) when assessing students suspected of a learning disability?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is progress monitoring? How and why do we create graphs to progress monitor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 27.pptx Download</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Sep 29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Implementing MTSS in Beginning Reading: Tools and Systems to Support schools and teachers</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th Sep 30</td>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 7</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Oct 04</td>
<td>How can checklists be important to my work in collaborating to design instructional strategies? How is a checklist connected to implementation fidelity?</td>
<td>Web-based Readings&lt;br&gt;Listen to this podcast: <a href="https://www.npr.org/2018/08/27/642310810/you-2-0">https://www.npr.org/2018/08/27/642310810/you-2-0</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is dyslexia and how do we intervene?</td>
<td>Readings in Learning Suite Content&lt;br&gt;Dyslexia Readings</td>
<td>Three readings on available for download on the Course Reserve Readings Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Textbook readings</td>
<td>Course Reserve Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Oct 20</td>
<td>Doug Peterson from Communication Disorders will present on Dynamic Assessment at 1:00 pm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Oct 25</td>
<td>How do we assess and intervene when a student is struggling with math?</td>
<td>Textbook readings</td>
<td>Course Reserve Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solving for Why Chapters 8 &amp; 9 (pp 145-190)</td>
<td>Best Practices in Mathematics Assessment and Intervention with Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Oct 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sa Oct 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Nov 01</td>
<td>Catch up week</td>
<td>No readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Nov 03</td>
<td>Updated power point and class materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Nov 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Nov 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Nov 08</td>
<td>How do we assess and intervene when a student is struggling with written language?</td>
<td>Course Reserve Readings</td>
<td>Best Practices in Written Language Assessment and Intervention (Author: )</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CBA-ID for Early Writing (Burns)</td>
<td>Best Practices in Instructional Assessment of Writing (Author: Todd A. Gravois)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Nov 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Nov 15</td>
<td>Catch up for writing assessment and intervention</td>
<td>Course Reserve Readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the problems associated with traditional assessment (IQ,</td>
<td>Common Characteristics of Writing Interventions for Students with Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>achievement) used to identify students suspected of learning</td>
<td>Course Reserves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>disabilities?</td>
<td>Cognitive profile analysis in school psychology: History, issues, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>specific content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing assessment and intervention-Nov 15 &amp; 17-1.pptx</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Nov 17</td>
<td>Instructors Ratings Open Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Su Nov 21</td>
<td>Instructor Ratings Open Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Instructors Ratings Open Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Nov 22</td>
<td>What is specific learning disability assessment happening in an MTSS</td>
<td>Textbook Readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>context?</td>
<td>KVS Chapters 8, 9, &amp; 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>effect size: How to calculate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov 22-writing.pptx</td>
<td>Library-based Readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>problem. In: Jimerson S., Burns M., VanDerHeyden A. (eds) Handbook of (</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 293-307)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Nov 24</td>
<td>No Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>No Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Nov 29</td>
<td>How are executive functioning skills assessed and addressed?</td>
<td>Course Reserve</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Functioning Predicts School Readiness and Success: Implicatio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contributions of Study Skills to Academic Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Gettinger &amp; Seibert--Course Reserves)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Dec 01</td>
<td>Dec 1-Executive Functioning.pptx</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Dec 06</td>
<td>Student presentation of case studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Dec 08</td>
<td>Student Presentations and Review of Annotated Bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th Dec 09</td>
<td>Final Exam: 355 MCKB 11:00am - 2:00pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Week 17</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Dec 13</td>
<td><strong>First Day of Fall Final Exams (12/13/2021 - 12/17/2021)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Dec 15</td>
<td><strong>Week 18</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T Dec 21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>