Educators as Guides for Engaged Learners

Strategies to Support Diverse Learners in General Education

Course Syllabus –Fall 2018
EDSP 4350.030: Strategies to Support Diverse Learners in General Education (3 hours)
Mondays, 5:30-8:20*, Gab 310
*Note: this is a blended course. Check course schedule for dates of face-to-face meetings.

PROFESSOR: Melissa N. Savage, Ph.D., Assistant Professor
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PHONE: (940) 891-6820
E-MAIL: Melissa.savage@unt.edu - Messages on Canvas preferred
OFFICE HOURS: Tuesday & Thursdays: 10:00-12:00 am, or by appointment

*Please note that your instructor reserves the right to change the syllabus. You will be notified of any changes via Canvas.

ADA Statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website at http://disability.unt.edu. You may also contact them by phone at (940) 565-4323.

Pronouns/Identity Recognition: In order to respect the identities and expressions of all students, I would like to offer the opportunity for students in our class to let me know the name and pronouns you use. This may be in our initial in-class introductions or you can let me know privately. If at any time your name or pronouns change during the semester, you are most welcome to let me know if you would like me to use a different name and/or pronouns when interacting with you. In my class, I respect the identities and expressions of all students and I expect all students in the class to show that same respect to fellow students.
**Student Perceptions of Teaching (SPOT):** Student feedback is important and an essential part of participation in this course. The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available toward the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**Succeed at UNT:** UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: **Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.** To learn more about campus resources and information on how you can achieve success, go [http://success.unt.edu/](http://success.unt.edu/).

**Course Description:**
In this course we will examine the roles of various professionals in the successful inclusion of students with disabilities in the general education classroom. The focus will be on consultation models, practices and principles with an emphasis on collaboration, cooperative learning, and inclusion. The course will provide an overview of assessment techniques applicable for all learners in the general education classroom. Prerequisite(s): EDSP 3210 or equivalent.

**Course Questions with Corresponding Standards:**

3. What is the impact of inclusion on students, including those who are typically developing and those who have disabilities? (IGC.6.K3; IGC.6.K5; IGC.6.K8)
4. What are strategies to assist in classroom management? (IGC.5.K8; IGC.5.S9; IGC.5.S22)
5. Why is collaboration an important component in creating an inclusive school environment? (IGC.7.K2; IGC.7.K4; IGC.7.3,4)
10. How can teachers improve the effectiveness of their inclusive classroom? RTI strategies? (IGC.5.S1, 3, 4, 5, 6, 8, 14-21)
**Required Textbooks and Materials:**


Additional articles and readings may be required to be read by all students. These readings will be available on Canvas.


**Performance Evaluation:**

1. **Student Introduction:**

   Students will answer questions on Canvas regarding their contact information, their current position (work or student), their experiences with individuals with exceptionalities, their expectations for the course, and any questions they may wish to ask the instructor.

2. **Surveys: (Course Questions 1, 2, 3, 5)**

   There are two surveys collected during the course of the EDSP 4350 semester. One of the surveys will be completed in the beginning of the semester and one at the end. The surveys to be completed are 1) Pre-Attitude Survey and 2) Post-Attitude Survey. There are no right or wrong answers for the attitude surveys. All surveys are designed for instructional purposes only. The surveys can be found under the quizzes tab.

3. **Discussion Board: (Course Questions 1, 2, 3, 4)**

   Each student is expected to participate in Canvas discussions when assigned. Develop a REFLECTION that describes and synthesizes the weekly readings and highlights your thoughts/experiences regarding the topic. Then, read and RESPOND to two (2) of your fellow classmate’s reflection posts. Reflections are due the Friday before the due date by 11:59pm. This gives adequate time for you to respond to your classmates by the due date listed in the syllabus (always a Monday on the date listed in the syllabus by 11:59pm for discussion posts). Discussions will remain open throughout the course, but you must post by due dates to receive credit.

4. **Overview of Special Education Services Report and Case Study:** (Course Questions 1,2,3,4,5)

   Each student must complete the Overview of Special Education Guide by interviewing appropriate administrators, counselors, special education personnel, teachers, etc. A typed
report should be submitted using the format provided in Canvas. A detailed description of the assignment and a rubric for evaluation will be made available on Canvas.

5. **Student Choice Activities** (Course Questions 1, 4, 5, 7, 8, 9,10)

There are several opportunities in which students can differentiate their own learning. Students can choose two from the following choice activities listed below. Students are required to complete a short report on each of the two activities. A detailed description of the assignment and a rubric for evaluation will be made available on Canvas. Choice Activity Options:

1. Watch one of the videos located in the Media Library in Chilton Hall. DVD must be viewed on campus. Some selections below are On Demand and can be streamed.
   a. The eyes of me DVD 11832
   b. Read me differently DVD 12570
   c. It’s so much work to be your friend: helping the child with learning disabilities find social success DVD 7393
   d. The boy inside (On Demand)
   e. Inclusion, IEP & Special Needs Laws: What Teachers Should Know (on Demand)

2. Find and read a book from the list below:

3. Complete one of these Iris Modules:
   a. [http://iris.peabody.vanderbilt.edu/module/esp/#content](http://iris.peabody.vanderbilt.edu/module/esp/#content) (Promoting Collaboration and Monitoring Students’ Academic Achievement)
6. **Module Activities** (Course Questions 1-10)
   Students are required to complete five (5) module activities over the course of the semester (one activity from each course module). Submit each activity through Canvas. Save in the following manner before submitting to Canvas: *Last Name_Module #_Name of activity.*

   For Example:
   
   Savage_Module 1_Inclusion Principles
   Savage_Module 5_Ex of Alt Assess

7. **Class Participation:** (Course Questions 1-10)
   The subject matter of this course, in particular, with its emphasis on the practical application of theoretical models, is both challenging, and at times, wonderfully debatable. Therefore, student participation and discussion is a critical element of the course structure. Students will be expected to come to class well prepared to engage in discussions and complete in-class activities. Students who are not present for the entire class session will not earn full participation points for that day. In all classes, students will participate in class activities that will contribute to participation portion of the final grade. Points missed due to absences during class activities **CANNOT be made up.** Students who miss 2 classes will lose ½ of the total participation points (students are given one “free” absent). Students who miss 3 classes will lose all of their participation points. In-class activities must be completed during class time to receive all participation points for that class. The instructor will consider participation of students on a case-by-case basis.

   **Computer access.** You will need to be able to access a computer or mobile device for in-class activities.

8. **Professionalism:** Students who adhere to the policies and procedures stated in this syllabus and who **attend all classes and complete all activities** will earn the maximum number of points for **professionalism.**

**Evaluation:** Assignments are evaluated according to rubrics. Students can find the assignment description and rubrics in Canvas. For all assignments, the instructor will grade the assignment and post the score students earned and comments to the Grade Center in Canvas. Students can read the comments by clicking on the grade. If you have difficulty with an assignment, either in understanding or completing it, please contact your instructor immediately to discuss this, **before** the assignment is due. The course point breakdown is:
I Recommend starting on this assignment earlier in the semester. A detailed description of the assignment and samples are available in Canvas.

*REvised: Students allowed to be excused from 1 of the following: Student Choice 1, Student Choice 2, Module 3, Module 4, or Module 5 assignment. Total points IF choosing to excuse an assignment will be out of 650.
**Grading Scale**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>630 - 700 Points (90 - 100%)</td>
<td>A</td>
</tr>
<tr>
<td>560 - 629 Points (80 – 89%)</td>
<td>B</td>
</tr>
<tr>
<td>490 - 559 Points (70 - 79%)</td>
<td>C</td>
</tr>
<tr>
<td>420 - 489 Points (60 - 69%)</td>
<td>D</td>
</tr>
<tr>
<td>419 Points and below (59% and below)</td>
<td>F</td>
</tr>
</tbody>
</table>

*Adjust point values if you chose to exclude an assignment and your grade is based out of 650.

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**Course Policies and Requirements:**


**Attendance:** Attendance is expected of all students. In case of an emergency or a circumstance impacting activity completion, please notify the professor as soon as possible. One “free” absence will be given to account for any situation that may prevent you from attending class. Any other occurrence will result in a loss of points from missed participation and in class activities.

**Personal Conduct:** Please be courteous to the instructor and peers…any cell phone use (e.g., texting, internet use, game playing, etc.), excessive talking without permission, and other unprofessional or disruptive behavior will result in loss of professionalism points. The number of points deducted will be at the discretion of the instructor.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu](http://deanofstudents.unt.edu).

**Completion/Submission of Assignments:** Read assignment instructions carefully before starting and/or submitting them to ensure accuracy. Assignments are to be submitted through the Canvas Assignment function unless instructed otherwise. All students are responsible for paying careful attention to assignment submission deadlines.
• **Written Assignments:** All written assignments must be presented in typewritten form, using appropriate APA format, if relevant. Assignments should be turned in on the date announced.

• **APA Format for Assignments:** Use APA 6th edition guidelines for all course assignments. This website links to APA format guidelines: [http://www.apastyle.org/](http://www.apastyle.org/). In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: [http://www.plagiarism.org/plagiarism-101/overview/](http://www.plagiarism.org/plagiarism-101/overview/)

In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.

• **Late Assignments:** Assignments should be submitted through Canvas by 11:59PM on the day they are due, unless other directions are provided by the instructor. Assignments turned in after the date due will be considered late. Five-to-twenty percentage points will be deducted for assignments turned in late (5% for 1-2 days; 10% for 3-4 days; 15% for 5-6 days; 20% for 7 days). **Unless previous written discussion and agreement occurs between the instructor and student, assignments submitted more than one week late will receive zero points.** Some assignments in this course are tied to opportunities in your PDS schools (e.g., attending an ARD meeting). Contact your instructor **before** the assignment due date if the dates of the assignment do not match up with opportunities you have to complete the assignment. A modified assignment or extension can be discussed. The point deduction will be made after grading is complete. The date that the assignment was received by the instructor on Canvas, in hand, or via email will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Since a grade for an assignment is not released until all submissions are graded, students should strive to keep up with the assignment schedule so that they will be able to have appropriate formative feedback from their instructor across the semester.

• **Sample Assignments:** In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

**Incompletes:** A grade of "Incomplete" will be granted **only if** a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and
submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

**Academic Integrity and Dishonesty:** Students caught cheating or plagiarizing will receive a “0” for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to, a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes but is not limited to: a. the work of another person without full and clear acknowledgement; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**EagleConnect:** All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [http://it.unt.edu/eagleconnect](http://it.unt.edu/eagleconnect) or go to [https://www.unt.edu/current-students](https://www.unt.edu/current-students)

This is the main electronic contact for all course-related information and/or material.

**Emergency Notification & Procedures:** UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at [http://www.my.unt.edu](http://www.my.unt.edu). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Canvas:** Visit the course (EDSP 4350) website for updates on course content, quizzes, assignments, and general announcements. Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class. Go to the following website to access our course on Canvas: [https://canvas.unt.edu](https://canvas.unt.edu)
Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have the right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: http://essc.unt.edu/registrar/ferpa.html

Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess. Information on the UNT food pantry can be found at http://deanofstudents.unt.edu/resources/food-pantry

Preferred Names: As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Blackboard/Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines: https://registrar.unt.edu/transcripts-and-records/update-your-personal-information

Professionalism: Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT’s Programs in Special Education, as well as a foundational topic of this course. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
• maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
• making only positive comments and gestures directed toward others in the class.
• ensuring that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course (especially for those of us who are highly distractible);
• using personal computers is encouraged for those students who prefer this medium for note taking, however, professionalism dictates that students use their computers for class-related activities only during class time;
• all assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Confidentiality/Pseudonyms: Any student/family information you share in class, in assignments, or online discussions should be kept confidential. Please use pseudonyms when discussing or writing about a student, family member, or school/district to protect their identity.

12 Ground Rules for Online Discussions

Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform the course instructor of the issue. Chances are others are having the same problem.

Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it’s not so hard. They’re really going to appreciate it!

Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don’t.

Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don’t lose yourself, or your readers, in overly wordy sentences or paragraphs.

Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated
with scholarship and academic engagement. Online discussions are no different.

**Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution. **Failure to do so is considered an act of Academic Dishonesty that could result in dismissal from the program, and or the university.** (see the university policy on Academic Dishonesty)

**Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r’s.

**Respect Diversity:** It’s an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

**No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).

**No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

**Lastly, Remember: You Can’t Un-Ring the Bell.** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you’ve hit the send button, you’ve rung the bell. Review your written posts and responses to ensure that you’ve conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing. Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

Online Etiquette source:
EDSP 4350 Fall 2018 Savage

Calendar of Due Dates and Course Topics:

**NOTE:** The instructor reserves the right to make schedule changes given unusual circumstances and/or at her discretion. She expects students to adapt to changes with equanimity.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Location and Topics</th>
<th>Required Readings (read before class on date listed)</th>
<th>Assignment Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>27</td>
<td>On Campus Overview of course</td>
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<tr>
<td></td>
<td></td>
<td>None</td>
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<tr>
<td>September</td>
<td>3</td>
<td>Canvas Module 1a- Inclusion</td>
<td>-Intro to Inclusion PPT -Student Introduction -Attitude Survey Pretest</td>
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<td>• Intro to Inclusion PPT</td>
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<td>• History of Inclusion PPT</td>
<td>-Module 1a- due 9/8 -Discussion 1</td>
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<td></td>
<td>• Chapters 1 and 2 text</td>
<td></td>
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<tr>
<td></td>
<td>17</td>
<td>On Campus Inclusion</td>
<td>-Module 1b- due 9/22 -Inclusion Poster- due 9/22</td>
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<tr>
<td></td>
<td>Canvas Module 1b- UDL</td>
<td>Chapters 12 and 16 of text</td>
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<td>24</td>
<td>On Campus UDL</td>
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<tr>
<td>October</td>
<td>1</td>
<td>Canvas Module 2- Behavior</td>
<td>-Module 2- due 10/6 -Review OR checklist- due 10/6</td>
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<td>On Campus Classroom and Behavior Management- Part 1</td>
<td>Classroom Management PPT</td>
<td>-Discussion 2</td>
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<td>8</td>
<td>Canvas Student Choice #1</td>
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<td></td>
<td>15</td>
<td>On Campus Classroom and Behavior Management- Part 2</td>
<td></td>
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<tr>
<td></td>
<td>22</td>
<td>On Campus Classroom and Behavior Management- Part 2</td>
<td>PBIS PPT</td>
</tr>
<tr>
<td>Date</td>
<td>Canvas Modules</td>
<td>On Campus Modules</td>
<td>November Dates and Assignments</td>
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<tr>
<td>29</td>
<td>Module 3 - Communication and Collaboration</td>
<td>Chapter 10 of text</td>
<td>Communication and Collab. PPT - Pre Referral Reflection OR Phone Reflection due 11/3</td>
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<tr>
<td>5</td>
<td>Canvas Module 4 - RTI</td>
<td>Chapter 11 of text</td>
<td>Overview of Special Education Services Report - Part 1 due 11/5</td>
</tr>
<tr>
<td>12</td>
<td>Canvas Module 4 - RTI</td>
<td>Chapter 11 of text</td>
<td>Module 4 - due 11/18 Report on Alternative Assessment due 11/8</td>
</tr>
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<td>19</td>
<td>On Campus Module 4 - RTI</td>
<td>Chapter 11 of text</td>
<td>Module 5 - due 12/2* Change Instruction reflection OR modified assignment reflection due 12/2 Post Attitude Survey due 11/26</td>
</tr>
<tr>
<td>26</td>
<td>Canvas Module 5 - DI Student Choice #2</td>
<td>Chapter 11 of text</td>
<td>-Student Choice #2 Report -Case Study- Part 2</td>
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<td>3</td>
<td>NO CLASS (no final in this class ☹️)</td>
<td>Chapter 11 of text</td>
<td>-Student Choice #2 Report -Case Study- Part 2</td>
</tr>
</tbody>
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*These dates include possible changes to assignment deadlines.*