



**CISE 4377 Assessment of Learning in Secondary Schools  
Spring 2017**

*CISE 4377 is a required course for Secondary Education Minor and Secondary Certification.*  
**College of Education, Department of Curriculum and Instruction**

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**Office hours:** **Monday 10:00 am – 11:00 am** Willis High School (please make an appointment)  
**Wednesday 8:30 pm – 10:30 pm** via Skype  
**Tuesday/Thursday 10:00 am – 12:00 pm** Magnolia High School (please make an appointment)  
(Access Skype and information about Skype at <http://www.skype.com/>)

**Day and Time of Class:** Tuesday and Thursday 7:15 am – 4:00 pm

**Location of class:** Magnolia High School, unless otherwise arranged.

**Course Description:**

As such, this course is primarily designed around the text *Seven Strategies of Assessment for Learning*. Participants in this course will become well-informed on the processes and procedures that focus on assessment for and of learning as a means to inform instruction, gauge student progress and achievement, and increase and deepen student learning and growth.

*Community Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.* During Field Experience, students will assist a secondary public school teacher, work with students, and teach lessons in their content areas. Assignments include reflections of this experience. For specific requirements see the Field Experience Portion of the syllabus.

A minimum of 20 hours for this course will be spent in field experiences in a public classroom. During Field Experiences students will observe public school teachers and students for information related to class work.

**IDEA Objectives:** Our focus in class will be on these objectives (as assessed by the IDEA course evaluation system):

- Essential: Learning to Apply Course Material (to improve thinking, problem solving, and decisions)
- Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Textbooks:**

- Kafele, B. K. (2013). *Closing the Attitude Gap*. Alexandria, VA: ASCD.
- Rogers, S. (2014). *Teaching for Excellence fifth edition*. Peak Learning Systems. ISBN 978-1889852256. (303) 679-9780.  
[www.peaklearn.com](http://www.peaklearn.com)

**Tk20 Account:**

*Tk20 Account* is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

**Course Format:**

The content of this course is delivered in class and online using Blackboard and other Web 2.0 tools. In addition, course concepts are learned through self-study, peer discussions and responses, as well as individualized professor comments. Evaluation consists of self-evaluations, peer evaluations, and professor assessments for products and discussions.

**Course Content:**

- **Planning for Instruction**
- Lesson Planning
- Aligning TEKS, objectives, assessment, and instructional strategies
- **Implementing Instruction**
  - Direct Instruction
  - Small Group Instruction
  - Inquiry
  - Discussion
  - Cooperative Learning
- **Modifying Instruction**
  - Modifications for students with diverse needs
  - Modifying based on formative assessment data

**Course Requirements:**

**1. Check Blackboard and your email account often.** I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail.

**2. Field Experience:** Field Experience is designed to give you the opportunity to observe teachers and students in a public school setting and to apply learned information in the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course. The 12-hour Methods Block requires a total of 80 hours of field experience that are planned within your course schedule. In addition, you will need to attend a total of 10 hours of outside-of-the-classroom activities. Five of these hours are to be spent in professional development and must be arranged and paid for by you. The other 5 hours are to be spent engaging with age-appropriate students outside of the school day but in school-related activities. For example, you may attend a curriculum-planning meeting that is held outside of the regular school day, a parent-teacher conference, or volunteer at an athletic event for two of your activities. Each can only be counted once. Prior approval by the instructor is required.

**3. Attendance Policy:**

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

Attendance (absences, tardiness, early exits) will be documented each day. Each absence above one will negatively impact your grade in this course. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for in-class assignments. In-Class assignments cannot be made up, so attendance is essential. Assignments need to be turned in on the due date. If for some reason you are unable to submit an assignment, you should

email it, give it to a friend, or use some other method to submit your work on time. Late work will negatively impact your professionalism grade.

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. Check Blackboard regularly for announcements and materials.

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

#### *4. Late Assignment Policy*

Because your active participation is so important, it is imperative that all assignments be submitted on dates due at or before the assigned times. Submission of assignments after the assigned date and time will impact the score on your assignment as well as your professionalism grade.

Late assignments may receive up to a **10% deduction in points for each day late**. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

#### *5. Assignment Re-Dos*

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completed and of very poor quality will not be given this consideration. Some assignments may require multiple revisions. You may be invited to rewrite and resubmit assignments when your grade is below a B (below 80%), unless the low grade is a result of turning an assignment in late. Remember, GROWTH not GRADES!

#### **Professionalism:**

**For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are moving closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by “professional behavior”.**

#### **Professional behavior indicators:**

- **EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address me as Dr. Wentworth in all communications.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.
- **ATTIRE:** The way you present yourself within the school is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession. The following criteria should be used when selecting what to wear:

#### **A. LADIES:**

1. Loose-fitting slacks (not jeans) or skirt. The skirt should be at least knee-length. (Teachers in Agricultural Lab/Shop classes should wear attire appropriate to the context.)
2. All tops must be loose enough that you are not calling undue attention to your bra size or to your cleavage. The top should not be too sheer nor should it reveal your midriff. Low-cut shirts will not be tolerated.
3. Your hair should be clean and well groomed.
4. Comfortable shoes (not sneakers or flip flops) are recommended. Avoid spike heels.

#### **B. GENTLEMEN:**

1. Slacks (not jeans) with a belt and street shoes, not sneakers. (Teachers in Agricultural Lab/Shop classes should wear attire

appropriate to the context.)

2. Your shirt should have a collar and be buttoned up to at least within one button of the collar as well as tucked in. You may wear a tie, but it is not required.
3. You are allowed to have a **neatly trimmed** mustache or beard.
4. Tennis shoes and flip flops are not allowed.

- **CLASS PREPARATION:** Professionals are on time and fully prepared for class. All reading assignments are to be completed and reflected upon prior to the day they are due. Notes are to be taken in your journal for each reading assignment.

- **CONVERSATIONS:** Classroom conversations should be limited to general topics that don't include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. You mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside our classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with this class (i.e. roommates, boy/girlfriends, etc.). **We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors only.** All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional and contain no information that is not fully true.

- **DUE DATES:** You are expected to adhere to all due dates unless there has been an exception made for you by the professor in advance. Exceptions to due dates are rare. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same.

- **Time requirement:**

If you enroll in this course, it is assumed you are able to meet the time requirements. **No considerations** for other courses, employment, and additional commitments will be made.

### Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. NCATE Accreditation

### NCATE information:

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively. In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

The NCATE website is source for additional information. A link to the NCATE Standards is listed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

The CAEP website is the source for additional information. A link to the CAEP Standards is listed as follows:

## The Conceptual Framework and Model

CF: Conceptual Framework

CAPE: Council for the Accreditation of Professional Educators

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs.

### College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs.

You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

	DDP	CF	CAPE	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1 & 2	4a.3., 4c.1., & 4c.2.
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2		4a.3.
3.	Practices ethical behavior and intellectual honesty.	3	1 & 2	4a.3.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	1, 2, & 3	4a.2 & 4a.3.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1, 2, 3	4a.1., 4a.3., & 4d.1.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	1, 2, 3	4a.1., 4a.2 4a.3. 4d.1.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4		4a.3.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1 & 2	4a.3.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5		4a.3.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1, 2, & 3	4a.2., 4a.3., & 4d.1.

### Standards Matrix:

Course Objectives <i>The candidate will gain knowledge and skills in...</i>	Readings	Suggested Activities <i>(Professor has discretion which to select for in-class activities)</i>	Assessments <i>Key Assessment</i> (including performance-based)	Conceptual Framework  SHSU COE; NCATE Standards; D/DP	Standards  State Standards - new
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...understanding the basic concepts of formative and summative assessment AND the seven strategies	Ch. 1	Discuss Study Guide questions 5-8 & other questions, insights, & issues raised by the reading. Complete Study Guide Activity 1.1. Review Chapter 2 Key Ideas & discuss Chapter 2 Study Guide questions 1 & 2 as anticipatory set for Chapter 2 readings.	Completed lesson plans & unit plan  Mentor T-TESS feedback on 2 lessons; Professor T-TESS feedback on lesson  Reflections in Field Experience Logs/Conversation with Mentor Teacher	CF1, CF2, CF3, CF4; 1, 4; 1, 3, 6, 9	1Fi-iii; 2Aiii; 2Cii&iii; 3Aii; 3Bii; 4Div; 5Cii
...developing learning goals in students; clarifying learning targets; communicating targets to students	Ch. 2	Discuss Study Guide questions 3-8 and other questions, insights, and issues raised by the reading.  Complete Study Guide Activities 2.1-2.	Completed Modified TWS Analysis of Student Learning (see assignment booklet and rubrics)  Completed lesson plans & unit plan  Mentor T-TESS feedback on 2 lessons;*University Supervisor T-TESS feedback on lesson (see T-TESS form),	CF1, CF4; 1, 4; 1, 2, 3, 5, 6, 7, 8, 9	1Ai&ii; 1Fi; 3Bii; 4Div; 5Ai; 5Bi-iii; 5Dii; 6Di&iii
...developing learning goals in students; clarifying learning targets; communicating targets to students	Ch. 2, cont.	Writing objectives with coded Texas Essential Knowledge and Skills Writing Teacher Work Sample Teaching lessons in public school classroom/course classroom Discuss Study Guide questions 9-11 and other questions, insights, and issues raised by the reading. Complete Study Guide Activities 2.6 and 2.7. Review Chapter 3 Key Ideas and discuss Chapter 3 Study Guide questions 1-3 as anticipatory set for Chapter 3 readings.	Written objectives for feedback concerning appropriateness and alignment with TEKS and assessment.  Mini-lessons for peer feedback  Deconstruction of a TEK and creating student-friendly learning targets	CF1, CF2, CF4; 1; 9	1Ai&ii; 1Fi; 3Bii; 4Div; 5Ai; 5Bi-iii; 5Dii; 6Di&iii
understanding the characteristics of effective feedback; selecting feedback options suited to students' grade level and kind of learning to be addressed; preparing students to give each other feedback	Ch. 3	Teaching lessons in public school classroom/course classroom  Class discussions Discuss Study Guide questions 4 and 5 and other questions, insights, and issues raised by the reading.  Complete Study Guide Activities 3.1 and 3.2.  Complete Study Guide Activity 3.3 if not done prior to the next class	Completed lesson plans & unit plan  Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, assignment sheet and rubric) Class discussions	CF1, CF4; 1; 1, 2, 3, 5, 6, 7, 8, 9	1Aii; 1Bii; 1Di&iii; 1Eii; 1Fi&ii; 2Cii; 4Aii; 4Dii; 5Ai&ii; 5Bii&iii; 5Cii
understanding the characteristics of effective feedback; selecting feedback options suited to students' grade level and kind of learning to be addressed; preparing students to give each other feedback	□ Ch. 3, cont.	Classroom discussion Peer evaluations/feedback Discuss Study Guide questions 6-8 and other questions, insights, and issues raised by the reading. Discuss results of Study Guide Activity 3.4. Review Chapter 4 Key Ideas and discuss Chapter 4 Study Guide questions 1-3 as anticipatory set for Chapter 4 readings.	Mini-lessons for peer feedback Completed Modified Teacher Work Sample (see attached assignment booklet and rubrics)	CF 1, CF2, CF3, CF4; 1, 4; 9	1Aii; 1Bii; 1Di&iii; 1Eii; 1Fi&ii; 2Cii; 4Aii; 4Dii; 5Ai&ii; 5Bii&iii; 5Cii

...understanding the impact of self-assessment on student achievement; teaching students to self-assess with a focus on learning targets; teaching students to create specific and challenging goals	Ch. 4	<p>Writing Teacher Work Sample</p> <p>Teaching lessons in public school classroom/course classroom Discuss Study Guide questions 4-6 and other questions, insights, and issues raised by the reading.</p> <p>Discuss results of Study Guide Activities 4.1 and 4.2 if completed prior to class</p> <p>Complete Study Guide Activity 4.2 if not done prior to class</p>	Reflections in Field Experience Logs/Conversation with Mentor Teacher	CF1, CF4; 1; 1, 2, 3, 5, 6, 7, 8, 9	1Aii; 1Bii; 1Di&iii; 1Fi&ii; 2Ciii; 4Diii&iv; 5Aii; 5Bi-iii; 5Ci&ii; 5Di
...identifying typical misconceptions, reasoning errors, and gaps for focused instruction; creating short practice assignments to scaffold the learning and make it more manageable; giving students opportunities to practice and act on feedback before the summative event	Ch. 5	<p>Teaching lessons in public school classroom/course classroom Discuss Study Guide questions 3-5 and other questions, insights, and issues raised by the reading.</p> <p>Discuss results of Study Guide Activity 5.1.</p> <p>Discuss results of Study Guide Activities 5.2 and 5.3 if completed prior to class</p> <p>Complete Study Guide Activities 5.2 and 5.3 if not done prior to class</p>	Completed lesson plans & unit plan	CF 1, CF2, CF3, CF4;1, 4; 9	1Aii; 1Biii; 1Eiii; 1Fi-iii; 2Ciii; 3Aii; 4Diii&iv; 5Aii;
...keeping students in touch with their growth; providing the time and structure for students to reflect on their learning; offering opportunities for students to share their progress	Ch. 6	<p>Analysis of Student Learning Discuss Study Guide questions 3-5 and other questions, insights, and issues raised by the reading.</p> <p>Discuss results of Study Guide Activities 6.1 and 6.2 if completed prior to class</p> <p>Complete Study Guide Activities 6.1 and 6.2 if not done prior to class</p>	Completed lesson plans & unit plan  Teacher made rubrics	CF1, CF2, CF3, CF4;1, 4; 1, 3, 6, 9	1Biii;1Diii; 1Eiii; 1Fi-iii; 2Ai&iii; 3Aii; 4Div; 5Ai; 5Bii &iii; 6Diii
Creating a high-quality summative assessment		Examine examples and non-examples of selected item response assessments	Teacher-Made test	CF1, CF2, CF3, CF4, CF5, 1, 4, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	5Ai&iii; 5Bii;5Ci; 5Di

Web link for state standards: <http://www.tea.state.tx.us>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Web link to TExES study guides: <http://texes.ets.org/>

Web link to Texas State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

**Student Interaction Policy:** Relates to **Sam Houston State University Academic Policy Statement 100728**

- ☐ Do NOT communicate with any public school student inside or outside school unless it concerns academics or classroom learning.
- ☐ Do NOT text/e-mail students or access student MySpace, Facebook or other social media sites.
- ☐ Do NOT call students on their cell phones or home phones.
- ☐ Contact with students outside of school is prohibited.



**Do NOT give students rides or socialize with them or their families.**

### **Course Evaluation:**

Your learning is assessed based on class-based assessments and field-experience assessments. All are tied to the state competencies and their related standards that you need to master. Assignments may be modified to meet the needs of individual learners.

A separate document contains a calendar with approximate due dates for all assignments. Detailed assignment directions will be provided well in advance of any due dates. The calendar is to be viewed as a draft and dates and deadlines will change throughout the course of the semester.

### **Secondary Methods Block Field Experience**

This part of the syllabus is common to all of the courses in the Secondary Methods Block. Therefore, each course incorporates the Field Experience points as part of your final grade (see specific course requirements). The successful completion of assignments and requirements described in this document are required for the completion of the Block.

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 50% of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all four Methods' courses.

In addition, 50% of your grade in this class is based upon activities relating to field-based hours.

- **How many hours of Field Experience will be obtained?**

For the Secondary Methods Block, you can expect to log over 70 hours plus 5 additional hours.

**NOTE: In addition,** you will be required to accumulate **five (5) hours** of field experience, usually participating in the school's extracurricular activities, i.e. pep rallies, sports games, plays, concerts, tutoring outside of regular hours, ARD's etc. Check with your instructor if you have any questions about what activities will count for these five hours.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms. The overall purpose is to give you constant feedback and help you continuously improve your teaching performance. The motto for the Secondary Methods Block is...**GROWTH NOT GRADES!**

- **How do I get started in Field Experience?**

You will be assigned a field placement and mentor during the semester. You will be given class days to complete your field experience.

- **How do I get a mentor teacher?**

The administrators at your assigned campus will assign your mentor teacher based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be "nice". Their honest feedback (remember our motto is ... **GROWTH NOT GRADES!**) concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance.



You are required to teach a minimum of two or three lessons (depending on your block). These lessons will be evaluated by your mentor teacher as well as your university supervisor. The evaluation instrument (T-TESS) for these lessons is attached to this syllabus. We will spend some time in class discussing this instrument to make sure everyone is comfortable with this assessment tool.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student

### **Program Requirements:**

To receive your final grade for this course, **you must complete all program requirements** by the assigned due dates. The program requirements with their due dates for this course are:

- ☐ **Monthly Mentor Feedback forms**
- ☐ **Field Experience Documentation Log**
- ☐ **Emerging Dispositions in TK20**

### **Bibliography:**

Dodge, J. (2009). *25 Quick Formative Assessments for a Differentiated Classroom: Easy, Low-Prep Assessments That Help You Pinpoint Students' Needs and Reach All Learners*. Scholastic Teaching Resources.

Stevens, D., & Cooper, J. E. (2009). *Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change*. Sterling, VA: Stylus.

See additional resources in the Readings Section of Blackboard.

**The content of this syllabus, including assignments and policies, is subject to change without notice.**