Professional Education Unit
Department of Foundational and Graduate Studies in Education

Human Growth and Development (face to face (web-enhanced))
EDF 211: 003, 004
Tues. & Thurs., 9:10 – 11:10 a.m., 12:40 – 2:40 p.m. (501 Ginger Hall)
Fall 2011

Instructor: Jenny H. Templeton
Office - 503 Ginger Hall (5th floor office suite), Office Location 701 Ginger Hall,
Phone (606) 232-6765
Office Hours: Tues. & Thurs. (8:00-9:00 a.m., 10:40 a.m-12:40 p.m., 2:40- 6:00 p.m.), Wed. (9:30 a.m.- 5:00 p.m.) or I can arrange to meet on Mondays or Fridays by appointment.
Email: jh.templeton@moreheadstate.edu

Note: I am normally in my office and available to see students during my posted office hours. Occasionally, however, a meeting or other activity will keep me away. Therefore, before driving to campus or coming to see me, it is ALWAYS best to contact me (via e-mail or phone) to make an appointment.

Note 2: Dates to file forms for graduation (Fall graduations must be submitted to registrar by Oct. 15th; Spring/Summer graduations must be submitted to registrar by Mar. 15th).

Course Description: Survey of developmental patterns from birth to adolescence and their implications for improving quality of life for the community of life-long learners. Field experiences are an integral part of the course.

The course will be conducted and the course objectives will be accomplished through reading the texts and supplemental materials as assigned, lectures and discussions, video presentations, group presentations, demonstrations, in-class activities, field experiences, and various written assignments. **Blackboard will also be utilized**, although primarily as a communication tool for group work, instructor announcements, etc.

Required Field Experience Hours: Upon completion of all course requirements, each candidate will receive **8 field experience hours (level I)** for the course.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to

improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to "whole" student learning in education settings;

2) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;

3) demonstrate professional dispositions;

4) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students; and

5) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

1) **demonstrate** a conceptual understanding of the major issues regarding human physical, cognitive, social, and emotional development; the relationships between these aspects of human development; and how these issues manifest in the contexts in which children learn and develop (school, home, community, society etc.);
2) **demonstrate** knowledge about the major theoretical perspectives, concepts, and constructs used in the organization and interpretation of developmental issues and research data;
3) **explain** the processes of typical child development and **identify** developmental trends associated with typical child development;
4) **identify and explain** the causes of atypical development and **explain** developmental outcomes associated with atypical development;
5) **articulate** the relationship between student diversity (i.e. SES, race, ethnicity, ability, gender, sexual orientation, etc.), individual student development, and the culturally responsive dispositions needed by helping professionals (teachers, nurses, child-care providers, etc.) working with diverse learners in American society;
6) **analyze and interpret** example artifacts of children to assess developmental patterns of students; and
7) **describe, analyze, and interpret** the developmental data of "real-world" learners gathered while in authentic, field-based contexts (i.e. classrooms, schools, homes).

<u>NCATE/ EPSB Accreditation Alignment of CFO's and SLO's</u>: Program: Foundational Studies in Education-- Human Growth and Development (EDF 211)					
Aligned with→ Assessment↓ (percent values)	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**SPA: Not applicable for this course**	**NCATE**
In-class quizzes/activities (for attendance): 10% CFO: 3 SLO: all	1, 7, 8, 9, 10	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity
Field experience data and reports (A-H): 15% CFO: 1- 5 SLO: 1- 7	1, 4, 5	1.2-1.12; 2.1-2.7; 2.14, 2.16, 2.17, 2.19, 2.20, 2.37; 3.1, 3.3-3.7; 4.1, 4.3-6.3	Diversity, Assessment, & Literacy	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity
Adolescent interview (Assignment I): **10%** CFO: 1- 5 SLO: 1- 7	1, 4, 5	1.2-1.12; 2.1-2.7; 2.14, 2.16, 2.17, 2.19, 2.20, 2.37; 3.1, 3.3-3.7; 4.1, 4.3-6.3	Diversity, Assessment, & Literacy	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity
Developmental Autobiography: **10%** CFO: 1, 4 SLO: 1- 5	1, 5, 7	1.2-1.4, 1.10-1.12, 1.16; 2.2-2.6; 2.14-2.16, 2.18-2.21; 2.25-2.27; 2.29-3.7; 4.4-6.3	Diversity, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity
Field Experience Participation/Assignments with Lexington Students: **10%** CFO: 1- 5 SLO: 1-7	1, 2, 3, 4, 5, 6, 7, 8, & 10	1.2-1.12; 2.1-2.7; 2.14, 2.16, 2.17, 2.19, 2.20, 2.37; 3.1, 3.3-3.7; 4.1, 4.3-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity
Multicultural Group Presentation: **15%** CFO: 1- 4 SLO: 1- 7	1, 2, 3, 4, 5, 6, 7, 8, 10	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity
Exams: (Midterm & Final) **15% *each*** CFO: 1- 3 SLO: 1- 7	1- 10	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity

Explanation of assignments and their weights are explained in the following table.

<u>Assignment Descriptions</u>:

Program:	**Human Growth and Development (EDF 211)**
Assessment (percent of course grade)	**Description**
In-class Quizzes/Activities: 10%	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings and Field Experiences is expected. ***** Please Read Attendance Policy below**
Developmental Autobiography: **10%**	After reading chapter 1 of the *Child development* text, candidates will compose a 3-5 page reflection of <u>their own development</u>. They may include information about family, educational experiences, religion, friends, life experiences, cultural factors, etc. The candidate should connect the theories
Field Experience Data and Reports (A-H): 15%	The candidate will visit an elementary school and a middle school as assigned by the instructor. During these visits, the candidate will gather developmental data to be used in the completion of assignments A-H (complete details are in the course Field Experience Packet).
Adolescent Interview (Assignment I): **10%**	The candidate will conduct a ***face-to-face*** structured interview of an adolescent that is 12-19 yrs. in age, collecting developmental data as directed in the course Field Experience Packet, Assignment "I"(complete details are in the course Field Experience Packet).
Field Experience Participation/Assignments with Lexington Students: **10%**	Students will be participating in service learning activities with students from a Lexington school that serves a culturally diverse student population. Specifics will be discussed and posted to the course Blackboard site, but the experiences are **<u>required components of the course. The class will go to Lexington on one Friday and will work with students from a school that is culturally diverse.</u>** Although the students will complete some course-related assignments with the students while there, the focus of the partnership will be on establishing a working relationship with the students and staff of the school, in an effort to better understand educational systems that happen in diverse, urban environments. **<u>NOTE: Failure to participate in the *day long* field experiences will result in an "incomplete" for the</u>**

	course. You will receive university excused absences for these experiences. Please make arrangements to be free for the field experience (all day).
Multicultural Group Presentation: **15%**	Candidates will work in groups to prepare and share a PowerPoint presentation about an assigned cultural group. Ideally, this presentation should highlight diversity in a broad sense by exposing the class as a whole to issues of diversity, multiculturalism and human development with implications for those that work with developing children. Students will be expected to provide the instructor with copies of all of the information they will be using for their presentation, including references, **by the due dates listed on syllabus**. Specifics of what should be included in the group presentation are available for download on the course Blackboard site.
Exams: Midterm and Final **15% *each***	There will be two (2) examinations—a midterm and final. Items on each exam will be objective (i.e. multiple-choice) and designed to assess the knowledge and application of terms and concepts relevant to human development as illustrated in the text and class lectures/discussions. Each exam will cover only the material discussed since the previous exam. Candidates may prepare a "crib sheet" for use during each exam [one sheet, 8 ½ X 11, hand-written notes, both sides, name and section number included on paper. It must be turned in with each completed exam]. ***Make-Up Exams:*** *It is the responsibility of the student to attend* ***ALL*** *examination sessions.* Make-up exams will only be granted for university excused absences (show documentation as soon as possible after receiving it from your coach/instructor), and emergencies (with proper documentation; see new MSU absence policy on Bb site for details).

Grading Scale:

90% - 100 % A

80% - 89% B

70% - 79% C

60% - 69% D

below 60% E

Format for Completing Assignments:

1. Put name, course #, section #, date and assignment title in **stapled** upper left hand corner.
2. Use Times New Roman, 12 pt. font only
3. Double-space all assignments
4. Use 1 in. margins all the way around.

Required Textbook & Materials:

McDevitt, T.M., & Ormrod, J.E. (2010). *Child Development and Education* (with MyEducationLab), 4/E. Upper Saddle River, NJ: Pearson.

EDF 211 Activity Packet [available from MSU Bookstore. Cost: $6.00)]

***All students in this course are required to purchase a Folio180 account**. (Students who already have an active Tk20 account will automatically be given a Folio180 account, at no additional charge)*

*Folio180 can be purchased, using **financial aid money,** through the MSU bookstore **only**.*

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To purchase Folio180 online (not using financial aid):
1. Go to www.folio180.com/msuky/coe
<http://www.folio180.com/msuky/coe>
2. Complete registration and payment information.  Your login
information will be emailed to you.
3. Note: if you have a Tk20 account, you will NOT need to
purchase Folio180
- you should have received log in information for Folio180 via
email.
Announcements and instructions will also be made on the CoE
Facebook page.
4. You will be able to continue using your Folio180 account
through any graduate programs you might enroll in through MSU.
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Any student who fails to purchase folio180 will receive a grade of "E" for this course on the mid-term grade report.

Course Evaluation:

The candidate's course evaluation will be determined by the following in-class and out-of-class activities: Developmental autobiography, Multicultural Group Project, Field Experience Packet Assignments, Diversity related field experiences and assignments, In-class Activities/Quizzes, and Exams. Each category of evaluation is weighted differently, with the total weight of all categories equaling 100% of your total course grade. All assignments are due on the date listed in the course schedule and should be typed in black ink, using Times New Roman, 12 pt. font, double-spaced with 1 in margins all around the document. ***

Attendance Policy: Coming to every class prepared is an expected professional disposition of all candidates in the course. Various in-class quizzes/activities (individual and/or small group) will be presented and will be used in partial determination of the course grade. Because "life happens" *(examples include: "I was sick," "My car broke down," "Death in the family," "I was on a university excused trip,")* I will assign a set of "Life Happens" assignments which can be completed by the student to make up or replace up to three of the in class activities. These assignments will be created by the instructor and will be assigned toward the end of the term with specific due dates announced. If the assignments are not completed by the due date and time, they will not count for replacement credit.
NOTE: The candidate is responsible for studying text materials, as well as their participation within all class and group activities. Exam material will come from the texts, MyEdLab resources, lectures, activities, and class discussions. Please be sure to pace your reading of the assigned material according to the course reading schedule (see syllabus) rather than the pace of in-class activities and discussions. Some assigned readings and topics may not be discussed in class.

Late Work Policy: Papers, reports, and assignments are due at the beginning of class time on the dates listed for the specific assignment due. Students may submit written assignments after the due date and time (***with the exclusion of*** "Life Happens" assignments, group work, exams, and in-class activities), but the assignment will receive a 10% deduction in points (for the first week it is late). If an assignment is more than one week past the due date, it will only be accepted for half of the original value. The instructor will accept work until the date and start time of the final exam. ***After the start of the final exam time, no additional work will be accepted for "credit".***

Websites for NCATE/ EPSB Alignment:

http://www.kyepsb.net/teacherprep/standards.asp This site contains the revised KYS.

http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

http://www.kyepsb.net/teacherprep/cart/themes6.asp This site lists the four themes of pre-service teacher preparation that are integrated within this course.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet, a book, or any other source when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

***** Cell phones, computers/laptops, and music listening devices are not permitted during class unless otherwise approved by the instructor.**

***** As this course utilizes Blackboard technology, registration for Blackboard is <u>required</u>.**

EDF 211-003 & 004 (face to face (web-enhanced))
Fall 2011 Tentative Daily Schedule

Course Calendar

(Note: *CD Readings refer to <u>Child Development in Education</u> text (McDevitt & Ormrod)*

Date	Topic	Readings	Assignments Due
8/23/11	Intro. to course; Discuss F.E.s; Syllabus; Bb; Diversity Survey; Campus Safety etc.; Discuss Issues & Theories of Child Development; Developmental Periods	***CD:* CH 1**	• Ask questions about course expectations (as needed) • Have all course materials purchased • MyEdLab (Take quiz after reading for class preparation; watch all videos)
8/2511	Developmental Theories; Using Research to Understand Children & Adolescents (Principles of Research; Analyzing Research; Gather Data as an Educator)	***CD:* CHS 1 & 2**	• Check to make sure you have Blackboard access/explore • MyEdLab (Take quiz after reading for class preparation; watch all videos)
8/30/11	Family, Culture, & Community (Cradles of Development; Family Structures; Family Processes; Children in a Diverse Society)	***CD:* CH 3**	MyEdLab (Take quiz after reading for class preparation; watch all videos)—just quiz CH 4 over the material covered in reading assignment/quiz all of CH 5
9/1/11	Wrapping Up Chapters. 1, 2, & 3 **Developmental Autobiography Due**		• Finish the appropriate readings
9/6/11	Genetic Basis of Individual Traits; Heredity & Environment; Physical Development (Brain, Body, Well-being, Special Physical Needs)	***CD:* CH 4 &5**	• MyEdLab (Take quiz after reading for class preparation; watch all videos) • **Developmental Autobiography due**
9/8/11	Cognitive Development: Piaget & Vygotsky	***CD:* CH 6** **F.E. Packet**	• Review MyEdLab resources and course readings • **Bring F.E. packet to class to take notes**

			• Organize F.E. data sheets, instructions, & materials
9/13/11	Cognitive Development Cont…; F.E. Demonstration **F.E. Notebooks Due**	***CD:* CH 6** **F.E. Notebooks**	• MyEdLab (Take quiz after reading for class preparation; watch all videos)
9/15/11	Marginalization/Basic Terms; Minority Student Achievement Dr. James A Banks on Multicultural Education	**Instructor Resources** **Multicultrualism's Five Dimensions**	• Practice F.E. data collection at home • MyEdLab (Take quiz after reading for class preparation; watch all videos) •
9/20/11	School Climate; Classroom & Teacher Development Multicultural Considerations	**Instructor Resources** ***CD:* CH 15**	• MyEdLab (Take quiz after reading for class preparation; watch all videos)
9/22/11	Review Assignments A-H, Discuss Write-ups Wrapping Up Chapters 4,5,6, & 15		• **Write-up Examples**
9/27/11	**Required F.E. trip to Rodburn Elementary—Meet in front of school & dress professionally!** **Section 003: No later than 9:25 a.m.- Mrs. Ramey, 1st grade (31 students);** **Section 004: No later than 1:05 p.m.- Mrs. Holbrook, Kindergarten (31 students)**		• **Bring F.E. Packet and materials; Also: Carpool, Bring a developmentally appropriate gift (no more than $5), dress professionally, & bring MSU ID** •
9/29/11	Discussion of Rodburn Visit, Assignments, School Culture, Observations Language Development	***Data Sheets for Assignments*** ***CD:* CH 9**	• MyEdLab (Take quiz after reading for class preparation; watch all videos) • Bring Assignment Data Sheets to Class
9/30/11	**Required F.E. trip to Lexington (all day): See Bb for details: DATE TO BE ANNOUNCED AS SOON AS SCHOOL CONFIRMS**		• ***Bring developmental activity (TBA)*** • ***Bring Student ID*** • ***Dress Professionally*** • ***Bring healthy lunch and bottled water***
10/4/11	Discussion of Morton Visit, Assignments, School Culture, Observations **Assign MGP Groups;** • Lecture Catch Up & Review of Materials • Chapters 1,2,3,4,5,6,15 & 9	***Data Sheets for Assignments*** All previous readings	• Bring both textbooks and notes
10/6/11	• **Midterm Exam Covering Chapters 1,2,3,4,5,6,15, & 9**	**All readings & notes to date**	• **Bring #2 pencil & crib sheet**
10/11/11	• Emotional Development (Erikson; Attachment; Developmental trends & Group differences; Temperament; Supporting students with Emotional & Behavioral problems) •	***CD:* CH 11**	• **F.E. Assignments F & G (do not staple them together—keep them separated!)** • MyEdLab (Take quiz after reading for class preparation; watch all videos)
10/13/11-10/-14/11	FALL BREAK		
10/18/11	• Emotional Development (Erikson; Attachment; Developmental trends & Group differences; Temperament; Supporting students with Emotional & Behavioral problems) **– Cont.**	***CD:* CH 11** MGP Description in Bb;	• MyEdLab (Take quiz after reading for class preparation; watch all videos) • Bring packet materials for Assignment "H"
10/20/11	Development of Morality & Interpersonal Behaviors (Moral Reasoning & Behavior; Interpersonal Behaviors) • Piaget's Stages of Moral Development	Review ***CD:* CH 14** Review rubric for group project	• Bring all materials to finalize candidate commitments & outline for presentation— • MyEdLab (Take quiz after reading for

	• **Multicultural Group Project Discussion & Questions for Instructor (meet with instructor during 2nd half of class)**		class preparation; watch all videos) • **Bring Adolescent Interview data sheets & instructions**
10/25/11	• Development of Motivation & Self-Regulation (Intrinsic/ Extrinsic Motivation; Development of Goals; Attributions; Diversity in Motivation; Motivating Children; Self-Regulation)	***CD:* CH 14 & 13**	• **F.E. Assignment H due** • MyEdLab (Take quiz after reading for class preparation; watch all videos)
10/27/11	**Assignment "I" - Adolescent Interview Discussion & Questions** Cognitive Development & Cognitive Processes	***CD:* CH 7**	• **Bring Adolescent Interview data sheets & instructions**
11/1/11	Intelligence (Definitions & Theoretical Perspectives; Measuring Intelligence; Heredity/Environment & Intelligence; Developmental Trends in IQ; Group Differences in Intelligence; Critique of Current Perspectives of Intelligence; Implications; Exceptionalities)	***CD:* CH 7 & 8**	• MyEdLab (Take quiz after reading for class preparation; watch all videos)
11/3/11	Intelligence cont…;**;** **MGP Questions (meet with instructor during 2nd half of class). Please bring any *final* questions you have concerning the group project.**	***CD:* CH 8**; Instructor Resources for presentation; any other sources for presentation	• **Adolescent Interview (Assignment I) – DUE** • **Bring all MGP work for group thus far (remember to post all individual contributions and meeting minutes to Bb Discussion Board!)**
11/10/11	**Time to meet with your Multicultural Group:** Meet with your Multicultural Group Project Groups to ***finalize and thoroughly document*** your Multicultural Group Projects. This time is being allotted for you to "finalize" the project. I will not be available for groups until ***after the assignments are due on Bb! I am assuming you have answered the questions during our previously assigned question/answer sessions (see above) and are hashing out minor details before posting everything that is due.*** ***NOTE: This is the last chance that you can guarantee a common time among all the people in your group, so please use the release time well. E-mail as always with specific questions.***	***Materials& Resources*** for presentation	• Meet with MCG Project partners to finalize presentations and **practice delivery (important for timing/continuity)** • Post **final copy of PowerPoint for group** to Bb Discussion Board by 11:55 p.m. on Sun. 11/21! • Post **final individual contributions** for project to Bb Discussion Board by 11:55 p.m. on Sun. 11/21!
11/15/11	**Multicultural Group Project Day #1: Group order TBA.**	*Materials & Resources* for presentation MGP Reflection Assignment	• Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) • **Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course ID/Section number with Title on first slide).**
11/17/11	**Multicultural Group Project Day #2: Group order TBA.**	*Materials & Resources* for presentation MGP Reflection Assignment	• **If you presented last class, bring reflection as assigned (see assignment in Bb)** • **Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6**

			slides per page, names and course ID/Section number with Title on first slide).
11/22/11	**Multicultural Group Project Day #3: Group order TBA.**	*Materials & Resources* for presentation MGP Reflection Assignment	• **If you presented last class, bring reflection as assigned (see assignment in Bb)** • **Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course ID/Section number with Title on first slide).**
1129/11	**Multicultural Group Project Day #4: Group order TBA.**	*Materials & Resources* for presentation MGP Reflection Assignment	• **If you presented last class, bring reflection as assigned (see assignment in Bb)** • **Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course ID/Section number with Title on first slide).**
12/1/11	**Multicultural Group Project Day #5: Group order TBA.**	*Materials & Resources* for presentation MGP Reflection Assignment	• **If you presented last class, bring reflection as assigned (see assignment in Bb)** • **Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!)** • **Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course ID/Section number with Title on first slide).**
12/6/11	Pulling MGP discussions together (Questions & Synthesis)		• **Bring instructor handouts on Diversity and Multiculturalism**
12/8/11	Review for Final Exam Chapters 11,14,13,7,8,12,& 6	*All chapters covered since mid-term exam, chapter 6, multicultural groups, diversity & marginalization*	• **Final Exam will include all material covered since mid-term exam, and chapter 6 revisited.**
12/12/11 – 1216/11	FINAL EXAM WEEK		•