



**Professional Education Unit**  
Department of Foundational and Graduate Studies in Education

Learning Theories and Assessment in Education (face to face (web-enhanced))  
EDF 311: 001  
M & W 8a.m. to 9 a.m. (501 Ginger Hall) & F (on-line)  
Spring 2011

Timothy W. Conner II, [t.conner@moreheadstate.edu](mailto:t.conner@moreheadstate.edu) [**preferred method of communication**]  
503-E Ginger Hall (5<sup>th</sup> floor office suite), Phone (606) 783-2505  
Office Hours: M & W (4p.m. to 7p.m.) or by appointment

*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. 15<sup>th</sup>; Spring/Summer graduations must be submitted to registrar by Mar. 15<sup>th</sup>).*

*Note 3: Occasionally, Mother Nature does not want to cooperate with our course schedule. On days in which the weather is particularly poor, please be sure to check your e-mail and Bb site to see if class is in session and if not, to see what assignments have been created to make-up for our missed meeting(s). I will send messages to you about these matters as soon as possible. If MSU closes or announces a delay, there will be alternate assignments you will need to complete to keep the course moving forward.*

**Course Description:** This course considers the principles of learning and cognition, motivation, individual differences, and adjustment of students, especially as they are applied to the classroom. This course includes study related to culturally diverse and exceptional populations. Theories, principles, and concepts of human development, learning, motivation, and assessment are presented and applied to the interpretation and explanation of human behavior in relation to classroom practices and the teaching profession. Field experiences in school settings are required and are considered to be a foundational element of the course.

**Required Field Experience Hours:** Upon completion of all course requirements, each candidate will receive **12 field experience hours (level II)** 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 need 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. **identify, describe, and analyze** various learning theories and approaches to learning;
2. **explain** the implications of learning theory for teaching, learning, and assessment to all involved in the educational context;
3. **understand** major issues related to human physical, cognitive, social, and emotional development and relate these to the educational context;
4. **apply** principles and concepts derived from learning theory to the **identification, analysis, and resolution** of problems faced by stakeholders as they work collectively toward improving educational outcomes for learners;
5. **use** principles gleaned from learning theories to **select, design and evaluate** curricular plans that emphasize the development of students’ critical thinking, problem solving, and overall academic performance;

6. **design instructional activities and evaluation tools** reflective of the needs of learners and aligned with the educational standards, goals, and content established by national and state professional entities appropriate to the candidate's content area(s);
7. **utilize assessment techniques** to effectively evaluate and **communicate** student learning based upon preselected learner goals and objectives;
8. **understand** the relationship between learning and academic motivation and **describe** techniques that motivate students to learn and **want** to learn;
9. **advance and defend**, both orally and in writing, informed opinions concerning pertinent issues related to learning theory, the practice of teaching, the process of learning, and the assessment of knowledge;
10. **understand** the personal, cultural, and historical experiences of learners and **develop** teaching and assessment strategies inclusive of and appropriate for diversities that may exist among learners in schools;
11. **develop methods** for removing barriers to learning faced by students as related to societal expectations regarding ethnicity, class, gender, and other sociocultural influences;
12. **apply** course concepts in the objective recording and subsequent interpretation of human behavior in field placement settings;
13. **analyze** and **reflect** upon the effectiveness of various teaching and assessment methods utilized by educational professionals in delivering instruction and evaluating student learning.
14. **explain** student learning and classroom/school assessment practices observed in the field utilizing theoretical constructs and course concepts; and
15. **reflect upon and revise** beliefs and prospective practices concerning teaching and learning.

**Required Textbook/Materials:**

Woolfolk, A. (2010). *Educational psychology* (with MyEducationLab), 11/E. Upper Saddle River,

NJ: Pearson. **Note: The MyEducationLab addition is not required, but some midterm and final exam questions may come from the practice quizzes there.**

**All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by midterm of this semester or you will receive a midterm grade of "E". Your account may either be purchased at [https://payment.tk20.com/ctpayment/options\\_menu.do](https://payment.tk20.com/ctpayment/options_menu.do) or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at [tk20help@moreheadstate.edu](mailto:tk20help@moreheadstate.edu).)**

### Course Evaluation:

The candidate's course evaluation will be determined by the following in-class and out-of-class activities: In-class Quizzes/Activities, Field Experience Observation Log, Discussion Board Assignments, IUARP, Weekly, Formative Exams, Midterm exam, and a Final exam. 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. \*\*\* **Explanation of assignments and their weights are explained in the following table.**

### Assignment Descriptions:

<b>Program: FGS Learning Theories and Assessment in Education (EDF 311)</b>	
<b>Assessment (percent of course grade)</b>	<b>Description</b>
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. *** <b>Please Read Attendance Policy below</b>
Field Experience Observation Log: 15%	Candidates <b><u>must complete and properly document twelve (12) hours of level II field experience</u></b> in order to complete the course. Additionally, <b>students are required</b> to submit a Field Experience Observation Log ( <b>see course Blackboard site for detailed directions</b> ) by the due date provided.
Discussion Board Assignments: 10%	Students will discuss field experiences with each other through the use of Discussion Board Forums ( <b>topics of discussion and directions for discussion will be posted on Blackboard</b> ) as directed by the instructor. NOTE: The Field Experience Observation Log and Discussion Board Forums will serve to connect course concepts to authentic school settings, with a particular emphasis placed upon observation and subsequent discussion of student diversity. These assignments will assist students in developing their competencies toward more effectively teaching in a multicultural society.
Instructional Unit Analysis and Realignment Plan (IUARP): 15% ( <b>critical performance for TK20</b> )	Candidates will choose a unit plan of instruction from a secondary source that is reflective of their content area. The candidates will analyze the quality of the unit objectives and the degree to which the unit assessments align with the objectives of the unit. Candidates will realign the objectives of the unit such that the unit appropriately reflects state and national standards appropriate to their content area. Candidates will also realign or create new unit assessment items such that they appropriately assess state and nationally mandated content for assessment. <b>Further instructions will be provided on</b>

<p>Instructional Unit Analysis and Realignment Plan (IUARP): 15% (<b>critical performance for TK20</b>)</p>	<p>Candidates will choose a unit plan of instruction from a secondary source that is reflective of their content area. The candidates will analyze the quality of the unit objectives and the degree to which the unit assessments align with the objectives of the unit. Candidates will realign the objectives of the unit such that the unit appropriately reflects state and national standards appropriate to their content area. Candidates will also realign or create new unit assessment items such that they appropriately assess state and nationally mandated content for assessment. <b>Further instructions will be provided on the course Blackboard site. Note:</b> The completed plan will be appropriate for use in the student’s portfolio to demonstrate developing competencies in Kentucky Teacher Standards I, II, and V (revised Feb. 2008). <b>As this is the critical performance for the class, candidates <u>must</u> turn in a printed copy by the due date <u>and</u> submit an electronic copy in their TK20 account by the due date to receive credit for the course.</b></p>
<p>Weekly Formative Exams: 20%</p>	<p>There will be weekly formative exams posted to Blackboard. The formative exams on Blackboard will cover the course readings as listed on the syllabus schedule.</p>
<p>Midterm and Final Exams: (15% each)</p>	<p>The Midterm and final exams will cover course content from all sources (text, lecture, classroom activities, assignments, supplementary materials, etc.). Candidates may prepare a "crib sheet" for use during the Midterm and final exams [one sheet, 8 ½ X 11, hand-written notes, both sides].</p>

**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.

**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 generated from the MyEdLab supplement to the course text or other source 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. **Students with excessive absences from the course (five or more) must independently arrange a meeting with the instructor to discuss progress in the course. In addition, the instructor will contact the academic advisor for each student with excessive absences.**

**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 text, 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 and reports 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, exams, and in-class activities), but the assignment will receive a 10% deduction in points (for 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 **Friday before Final Exam Week at 4 p.m. After this 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/](http://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 required. For this course, Blackboard will be utilized for weekly, formative, exams, discussion board forums, and as a location of several additional course supplements (websites of interest, detailed descriptions of assignments for the course, etc.). Please check access to Blackboard immediately and familiarize yourself with the layout of the course Blackboard environment. This is a web-enhanced course; as such, students will be expected to utilize Blackboard technology often and independently. If students have questions about the important role of Blackboard in this course, or in how to operate within the course shell effectively, please let the instructor know as soon as possible.**

**EDF 311-001 (face to face (web-enhanced))  
Spring, 2011 Tentative Daily Schedule**

Date	Topic	Readings	Assignments Due
Wed. 1/18	Intro. to course; Discuss F.E.s; Syllabus; Bb; Campus Safety etc.; Learning, Teaching, & Educational Psychology	CH 1	<ul style="list-style-type: none"> <li>Ask questions about course expectations (as needed)</li> <li>Have all course materials purchased</li> <li><b>Formative Quiz (CH 1)</b> due 11:55 p.m. Sun., 1/23!</li> </ul>
Mon. 1/24	Cognitive Development and Language (Definition of development, Piaget, Vygotsky, Implications, Language Development, Diversity and Convergences)	CH 2	<ul style="list-style-type: none"> <li>Bring F.E. Log to class to take notes (print it and bring it)</li> <li>Bring schedule for F.E.</li> </ul>
Wed. 1/26	Cognitive Development and Language continued	CH 2	<ul style="list-style-type: none"> <li><b>Formative Quiz (CH 2)</b> due 11:55 p.m. Sun., 1/30!</li> </ul>
Mon. 1/31	Self, Social, and Moral Development (Bronfenbrenner, families, peers, teachers, physical development, self-concept/identity, Erikson, Ethnic/Racial identity, self-concept, self-esteem)	CH 3	
Wed. 2/2	<b>Instructor at Conference</b>	<b>No F2F meeting</b>	<ul style="list-style-type: none"> <li><b>Formative Quiz (CH 3)</b> due 11:55 p.m. Sun., 2/6!</li> </ul>
Mon. 2/7	Learner Differences and Learning Needs (Intelligence, Learning & Thinking Styles, Individual differences, Students with Learning Challenges, Gifted and Talented, Diversity and Convergences in Learning Abilities)	CH 4	
Wed. 2/9	Catch up Day: Catching up on prior concepts and readings; Checking in on Field Experiences		<ul style="list-style-type: none"> <li><b>Formative Quiz (CH 4)</b> due 11:55 p.m. Sun., 2/13!</li> </ul>
Mon. 2/14	Culture and Diversity (Diverse classrooms, Economic and SES differences, Ethnicity & Race, Language Differences, Gender, Multicultural Education, Diversity & Convergences); Cultural Discontinuity Hypothesis and Appalachia- not in book	CH 5	<ul style="list-style-type: none"> <li>Happy V-Day!</li> </ul>
Wed. 2/16	Culture and Diversity continued	CH 5	<ul style="list-style-type: none"> <li><b>Formative Quiz (CH 5)</b> due 11:55 p.m. Sun., 2/20!</li> </ul>
Mon. 2/21	Behavioral Views of Learning (Understanding Learning, Early explanations- Contiguity and Classical Conditioning, Operant	CH 6	

	Conditioning, ABA, Behavioral Approaches to Teaching and Management, Challenges to Behavioral Views, Problems and Issues, Diversity & Convergences)		
Wed. 2/23	Behavioral Views continued	CH 6	<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 6) due 11:55 p.m. Sun., 2/27!</li> </ul>
Mon. 2/28	Cognitive Views of Learning (Elements, Brain, Knowledge, Memory, Long-term Memory, Becoming knowledgeable, Diversity and Convergences)	CH 7	
Wed. 3/1	Cognitive Views of Learning continued	CH 7	<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 7) due 11:55 p.m. Sun., 3/6!</li> </ul>
Mon. 3/7	Complex Cognitive Processes (Metacognition, Learning Strategies, Problem Solving, Creativity, Critical Thinking, Teaching for Transfer, Diversity & Convergences)	CH 8	
Wed. 3/9	<b>Instructor in Frankfort: PLT PRAXIS Review Committee; No F2F meeting, but you should read the IUARP Assignment and be ready with questions on 3/14.</b>		<ul style="list-style-type: none"> <li>• <b>Formative Quiz</b> (CH 8) due 11:55 p.m., Sun., 3/13!</li> </ul>
Mon. 3/14	<b>Discuss IUARP Assignment: Standards, Objectives, Instruction, and Assessment; Bloom— Conversation guided by your questions, so please read the assignment prior to coming to class.</b>		<ul style="list-style-type: none"> <li>• <b>Bring Printed Assignment Instructions and Rubric</b></li> <li>• <b>No Quiz this week!</b></li> </ul>
Wed. 3/16	<i>Library Day for IUARP: Go to library and find text for IUARP. Review assignment for questions and <u>get instructor approval for selected text (look for one with units, objectives, and unit (not just lesson) assessments (if possible).</u></i>		<ul style="list-style-type: none"> <li>• <b>We will go to the library to find resources for your IUARP. This assignment is quite involved (it is your critical performance piece) so you might want to find your unit now.</b></li> <li>• <b>Meet in front of library at 8 a.m.</b></li> <li>• <b>No Quiz this week!</b></li> </ul>
Mon. 3/21	<b>Spring Break</b>	<b>No Class</b>	
Wed. 3/23	<b>Spring Break</b>	<b>No Class</b>	
Mon 3/28	<b>Midterm Exam: CHS 1-8</b>	CHS 1-8; Study Guide	<ul style="list-style-type: none"> <li>• Test Prep Suggestions: Complete Study Guide; Make Crib Sheet; Review Textbook &amp; MyEdLab Resources (quizzes etc.)</li> <li>• Bring #2 pencil, crib sheet, and blank paper for essays</li> </ul>
Wed 3/30	Teaching Every Student (Research, Planning, Teaching	CH 13; Review State and National	<ul style="list-style-type: none"> <li>• <b>Reminder: Formative Quiz</b> (CH 13) due 11:55</li> </ul>

Wed 3/30	Teaching Every Student (Research, Planning, Teaching Approaches, Differentiated Instruction; Diversity & Convergences); Accountability Systems	CH 13; Review State and National Standards links on Bb (under External Links)	<ul style="list-style-type: none"> <li>• <b>Reminder: Formative Quiz (CH 13)</b> due 11:55 p.m. Sun., 4/3!</li> </ul>
Mon. 4/4	Classroom Assessment & Grading (Basics of Assessment; Classroom Assessment: Testing; Alternatives to Traditional Assessments)	CH 14 pp. 494-512	
Wed. 4/6	Classroom Assessment (Grading; Standardized Testing; Diversity & Convergences in Assessment); <b>Discuss F.E. Assessments</b>	CH 14 pp. 513-530	<ul style="list-style-type: none"> <li>• <b>Reminder: Formative Quiz (CH 14)</b> due 11:55 p.m. Sun., 4/10!</li> </ul>
Mon. 4/11	Motivation in Teaching & Learning (What is Motivation?; Needs; Goal Orientations; Beliefs & Self-Perceptions; Interests, Curiosity, Emotions, & Anxiety; Motivation to Learn in School: On TARGET; Diversity & Convergences)	CH: 11	
Wed. 4/13	Motivation Continued	CH 11	<ul style="list-style-type: none"> <li>• <b>Reminder: Formative Quiz (CH 11)</b> due 11:55 p.m. Sun., 4/17!</li> <li>• <b>Discussion Boards 1 &amp; 2</b> due by 11:55 p.m. Sun, 4/17!</li> </ul>
Mon. 4/18	The Learning Sciences & Constructivism (Learning Sciences; Cognitive & Social Constructivism; Applying Constructivist Perspectives; Service Learning; Learning in a Digital World; Diversity & Convergences)	CH 9	
Wed. 4/20	The Learning Sciences & Constructivism Continued	CH 9	<ul style="list-style-type: none"> <li>• <b>Formative Quiz (CH 9)</b> due 11:55 p.m. Sun., 4/24!</li> <li>• <b>Discussion Boards 3 &amp; 4</b> due by 11:55 p.m. Sun., 4/24</li> </ul>
Mon. 4/25	Social Cognitive Views of Learning & Motivation (Social Cognitive Theory, Applying SCT; Self-Regulated Learning; Teaching Toward Self-Efficacy & Self-Regulated Learning; Diversity & Convergences)	CH 10	<ul style="list-style-type: none"> <li>• <b>FE Log due today (printed and stapled with all documentation)—Drop it off in my mailbox or in person by 4 p.m.</b></li> </ul>
Wed. 4/27	Social Cognitive Views of Learning & Motivation Continued	CH 10	<ul style="list-style-type: none"> <li>• <b>Reminder: Formative Quiz (CH 10)</b> due 11:55 p.m. Sun., 5/1!</li> </ul>
Mon. 5/2	<b>Catch-up Day 2: We will use this day to catch up with the schedule and organize the ending of the course; Final IUARP Question/Answer</b>		<ul style="list-style-type: none"> <li>• <b>Reminder: IUARP must be in TK20 by THURSDAY, MAY 12TH at noon to receive a course grade!!!</b></li> </ul>

Wed. 5/4	Working Day: IUARP		<ul style="list-style-type: none"> <li>• No official meeting: Use the time to <b>finalize</b> your IUARP</li> <li>• Printed Copy of IUARP due in my <b>mailbox</b> on <b>THURSDAY, MAY 5<sup>th</sup> BY 4 P.M.</b></li> </ul>
Finals Week	<b><u>EDF 311-001: Final exam is Tuesday (5/10) from 8 a.m. to 10 a.m.</u></b>	Study guide; Review all materials since midterm exam; Review Crib Sheet Questions	<ul style="list-style-type: none"> <li>• <b>Reminder: IUARP &amp; F.E. Hours must be properly documented in TK20 by THURSDAY, MAY 12TH at noon to receive a course grade!!!</b></li> <li>• <b>NOTE: SEE ABOVE ABOUT LATE CREDIT (Fri. at 4 p.m.)</b></li> <li>• Test Prep Suggestions: Complete Study Guide; Make Crib Sheet; Review Textbooks &amp; MyEdLab Resources</li> </ul>

**NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:**

<b>Program: FGSE</b>		<b>EDF 311: Learning Theories and Assessment in Education</b>			
<b>Aligned with Assessment (percent values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>SPA: Not applicable for this course</b>	<b>NCATE</b>
In-class Quizzes/Activities (for attendance): <b>10%</b> CFO: 3 SLO: 1-15	1-5, 7, 8	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 Observation Log: <b>15%</b> CFO: 1- 5 SLO: 1- 4; 8-15	1, 3, 4, 5, 7	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
Discussion Board Forums (to address field experiences): <b>10%</b> CFO: 1-5 SLO: 1-4; 8-15	1, 3, 4-7	1.1-1.12; 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
Instructional Unit Analysis and Realignment Plan (IUARP): <b>15%</b> CFO: 1- 4 SLO: 1- 15	1, 2, 5, 7	1.1-1.12, 1.16; 2.1-2.13, 2.25, 2.37, 3.3-3.7; 4.3-4.6	Diversity, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge, skill, & professional dispositions 2. Field Experiences 4. Diversity
Weekly, Formative Exams: <b>20%</b> CFO: 1- 4 SLO: 1-15	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
Mid-term and Final Exam: <b>15% each</b> CFO: 1- 4 SLO: 1- 15	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