



Professional Education Unit  
Department of Middle Grades and Secondary Education

## TEACHING SOCIAL STUDIES IN THE MIDDLE GRADES (ITV)

EDMG 342 – 200, 202, 204, 209

T TH 8:00 – 9:50 am

Fall 2017

Dr. Kimberlee A. Sharp, [k.sharp@moreheadstate.edu](mailto:k.sharp@moreheadstate.edu)

601-D Ginger Hall

Office Phone (606) 783-2853

Office Hours: MW 10:00 – 12:00, T TH 1:00 – 3:30, others by appointment

**Course Description:** This course explores the scope and sequence of understandings, attitudes, and skills taught in middle grade social studies programs and examines various methodologies used in middle grades. Field experiences are an integral part of this course. **Prerequisites:** Admission to the Teacher Education Program (TEP) & EDEM 330.

The **instructor** will emphasize best - practice teaching strategies, theories, and assessment procedures consistent with the **KY Professional Growth Effectiveness System (PGES)**, the *KY Core Content for Assessment and Program of Studies (KERA)*, the *KY EPSB Themes*, the *National Council for the Social Studies (NCSS) Ten Thematic Standards*, the *ELA Common Core Standards for History / Social Studies*, and the *C3 Framework for College, Career and Civic Life*. The **teacher candidates** will spend time outside of class studying and reviewing of social studies content (history, government, economics, geography, etc.) necessary for competent teaching and for Praxis preparation. The **teacher candidates** will practice co-teaching during field experience and evaluate his / her impact on student learning through written reflections, class discussions, and various activities performed in and outside class.

**Required Supervised Field Experience Hours:** 24

\*Please see 16 KAR 5:040 Admission, placement, and supervision in student teaching at <http://www.lrc.ky.gov/kar/016/005/040.htm>

### ***“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.
- 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. **articulate** major trends and current issues affecting middle level social studies education in our country today;
2. **identify** and **explain** the impact of student diversity (i.e., SES, ethnicity, ability, sexual orientation, etc.) on the teaching of middle level social studies in our country today;
3. **employ** numerous social studies *teaching strategies* which accommodate learners of all ability and interest levels;
4. **ascertain** *developmentally appropriate teaching strategies* for a diverse group of middle level students;
5. **evaluate** and **reflect** upon the effectiveness of assessment procedures on student learning;
6. **integrate** technology (i.e., Smartboards, Powerpoint, United Streaming, etc.) for effective social studies instruction and student learning;
7. **integrate** best – practice literacy strategies for effective middle level social studies instruction and student learning;
8. **align** unit and daily lesson plans to local, state, and national social studies standards in order to close the achievement gap in social studies;
9. **demonstrate** conceptual understanding of social studies skills and knowledge;
10. **demonstrate** resourcefulness in the acquisition of social studies content for informed and competent teaching.

**Required Textbooks:**

Fritzer, P. J. & Brewer, E.A. (2010). Social Studies Content for Elementary and Middle School Teachers (2<sup>nd</sup> Ed.). Boston, MA: Allyn and Bacon. ISBN: 978-0-13-701125-4.

Parker, W.C. (2017). Social Studies in Elementary Education (15<sup>th</sup> Ed.). Boston, MA: Pearson. ISBN: 978-0-13-404315-9 (paperback); 978-0-13-4043401 (ebook).

**Course Evaluation:**

The candidate’s course evaluation will be determined by daily attendance, in – class and out – of class assignments, to include: attendance (in-class and field experiences), lesson plans / reflections, field experience journal entries, exams, and papers / presentations. The instructor expects all assignments to be turned in on time, in Blackboard, using Times New Roman (12 font) or Arial (10 font) on all work. \*\*\* Explanation of assignments and their point values are explained in the following two tables.

## Assignment Descriptions:

Program:	Middle Grades (5-9)	Social Studies (EDMG 342)
Assessment (point value)	Description	
<b>Attendance (150)</b> InTasc #9 AMLE #5, element d NCSS #5, elements a. and b. KAS KTS #9	Attendance is an important professional disposition within the College of Education. Attendance at all class meetings and Field Experiences is required. <b>** Attendance at all Field Experiences and daily in-class participation / completion of assignments in Blackboard is required.</b> <b>***Please read "Attendance Policy" below.</b>	
<b>Field Experience: Observation by Dr. Sharp (50);</b>  <b>Orange Card and CT feedback (50)</b> InTasc #9 AMLE #5, element d NCSS #1, elements a., b., c. KAS (2.14 – 2.20) KTS #8	The candidate will visit the public schools <b>12</b> times during the semester. These visits will include observation and whole – class teaching. The candidate will consult with his/ her cooperating teacher for appropriate social studies topics to plan and teach. Failure to complete the field experience component of this course will result in an <b>"E"</b> for the course and will prevent you from entering Clinical Practice. <b>***Complete assignment details in Blackboard.</b>	
<b>Field Experience Journal Entries (first 5 visits) (50)</b> InTasc #9 AMLE #5, element d NCSS #5, elements a. and b. KAS (2.14 – 2.20) KTS #8	The Professor will assign specific activities for the candidate to conduct in the classroom which are related to the course content. The candidate will provide evidence of completed activities in a written log as found in Blackboard. <b>*** Complete assignment details in Blackboard.^ Failure to complete the Field Experience Activity Log for this course will automatically result in an "E" for the course and will prevent you from entering Clinical Practice.</b>	
<b>MIDTERM EXAM(150)</b>	The candidate will complete a mid-term exam that is based on class lectures, textbook readings, and field experiences. <b>*** Complete assignment details in Blackboard.</b>	
<b>"Diversity in Social Studies Teaching" Article Review (50)</b>  InTasc #1; #2; #3 AMLE #1, element b.; #4, element d. NCSS #4, element a.; #5, elements b. and c. KAS #2.16 and #2.17 KTS #2.4; 3.3; 4.2; 8.1	The candidate will read an assigned article and one additional article pertaining to diversity in education, specifically, in the area of social studies teaching and learning and produce a written summary and reflection essay. This paper will be submitted as your Final Exam for the course. <b>*** Complete assignment details in Blackboard.</b>	
<b>KEY ASSESSMENT</b> <b>"Contextual Factors" (Task 1 of TPA) (50)</b>  InTasc #1; #2; #3 AMLE #1, element b.; #4, element d. NCSS #4, element a.; #5, elements b. and c. KAS #2.16 and #2.17 KTS #3.3 and #3.5	The candidate will complete the "Contextual Factors" task from MSU's TPA documents. The Contextual Factors will examine a) the School and Community demographics; b) specific features of the classroom environment; c) demographics of the students in the classroom; and d) learning characteristics of students with special needs and/or exceptionalities. The candidate will report how each of these factors can affect the teaching and learning of content in the social studies. <b>*** This is a Cycle 2 Key Assessment in the Middle Grades Program.</b> <b>InTASC standard #1 Learner Development.</b> <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i> <b>InTASC standard #2 Learning Differences.</b> <i>The teacher uses understanding</i>	

	<p><i>of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p> <p><b>InTASC standard #3 Learning Environments.</b> <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</i></p> <p><b>NCSS standard #4, Social Studies Learners and Learning, Element a.</b> <i>Candidates use knowledge of learners socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</i></p> <p><b>NCSS standard #5, Professional Responsibility and Informed Action, Element b.</b> <i>Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of equity, diversity, access, power, human rights, and social justice within their schools and/or communities.</i> <b>Element c.</b> <i>Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and social studies.</i></p> <p><b>AMLE standard #1, Young Adolescent Development, Element b.</b> <i>Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).</i></p> <p><b>AMLE standard #4, Middle Level Instruction and Assessment, Element d.</b> <i>Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.</i></p> <p><b>KAS 2.16</b> <i>Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</i></p> <p><b>KAS 2.17</b> <i>Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.</i></p> <p><b>KTS 3.3 Values and supports student diversity and addresses individual needs,</b> <i>Uses a variety of strategies and methods to supports student diversity by addressing individual needs.</i></p> <p><b>KTS 3.5 Provides a safe environment for learning,</b> <i>Creates a classroom environment that is both emotionally and physically safe for all students.</i></p>
<p><b>KEY ASSESSMENT</b>  <b>KTIP Lesson Plans (100)</b></p> <p>InTasc #7; #8  AMLE #2, element a. and b.  NCSS #2, elements a. – e.  KAS (social studies, grades 5-9)  KTS #2; #8</p>	<p>The candidate will develop 4 complete KTIP lesson plans (25 points each), one for each day of his/ her teaching. The lesson will be <b>co-taught</b> (i.e., parallel, stations, one teach/ one assist, team teaching) with his/ her CT and/or field experience partner. These lesson plans will be based upon the advisement of his/ her cooperating teacher. *** Complete assignment details in Blackboard.</p> <p><b>InTASC standard #7: Planning for Instruction.</b> <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i></p> <p><b>InTASC standard #8: Instructional Strategies.</b> <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p> <p><b>AMLE standard #2: Middle Level Curriculum. Element a.,</b> <i>Middle level teacher candidates demonstrate a depth and breadth of subject matter</i></p>

	<p>content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects. <b>Element b.</b>, Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.</p> <p><b>NCSS standard #2: Application of Content Through Planning, Element 2a:</b> Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 Framework, state-required content standards, and theory and research. <b>Element 2b:</b> Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate learning for civic life. <b>Element 2c:</b> Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life. <b>Element 2d:</b> Candidates plan learning sequences where learners create disciplinary forms of representation that conveys social studies knowledge and civic competence. <b>Element 2e:</b> Candidates plan learning sequences that use technology to foster civic competence.</p> <p><b>KAS 2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>KAS 2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p><b>KAS 2.16</b> Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p><b>KAS 2.17</b> Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.</p> <p><b>KAS 2.18</b> Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p><b>KAS 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>KAS 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>KTS standard #2: The Teachers Designs and Plans Instruction, The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</b></p> <p><b>KTS standard #8: Collaborates with Colleagues / Parents/ and Others, The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</b></p>
<p><b>Social Studies Content Quizzes (100)</b></p> <p><b>InTasc #4</b> <b>AMLE #2, elements a., b., c.</b> <b>NCSS #1, elements a., c.</b> <b>KAS</b> <b>KTS</b></p>	<p>The teacher candidate will conduct independent study and review of social studies content requisite for middle school teaching of social studies. The candidate will utilize the Penelope Fritzer text, textbooks from MSU social science general education and content area courses, and textbooks obtained from the LRC in Camden Carroll Library. The candidate will be responsible for completing 4 quizzes in Blackboard: civics, history, geography, and economics. *** Candidates who have PASSED the middle grades Praxis II exam by October 1, 2016 will be exempt from the quizzes. Dr. Sharp obtains a list of candidates from the TES to confirm exemption.</p>
<p><b>WIKI PROFESSIONAL</b></p>	<p>The professional presentation will be in the form of a WIKI and given to the</p>

<p><b>PRESENTATION / FINAL EXAM (150)</b></p> <p>InTasc #7; #8  AMLE #2, element a.  NCSS #2; #3  KAS  KTS</p>	<p>class. The presentation will focus on the lessons you <i>co-taught</i> with your FE partner and/or CT: the planning, resources, strategies, and assessments you used during instruction. ***Complete assignment details in Blackboard.</p>
--	---

**Grading Scale:**

- 90% - 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D (repeat course per TEP Handbook)
- 0 - 59% E (repeat course per TEP Handbook)

A grade of “U” is “unofficial withdrawal.” If you “stop attending” and do not officially withdraw from the course, you will receive a U grade at the end of the semester. U grades are zero credit and count the same as an E.

**Attendance Policy** Attendance at both class meetings and field experiences is an MSU College of Education *Professional Disposition* on which all pre-service teacher candidates are evaluated. Therefore, attendance is a requirement for this course. The candidate may be excused from **only two class-meetings/ field experiences**. Every candidate begins the semester with 150 attendance points. The student loses 50 points for the 3<sup>rd</sup> **excused or unexcused absence**. Fourth excused/ unexcused absence results in a loss of 50 points. Students missing 5 or more days receive **zero points for attendance**. **Missed Field Experiences MUST be made up by the candidate**, and are arranged by the candidate. Your attendance record is kept in Gradebook in the assignment, “Attendance.” By clicking on your grade, you will see the dates of absence and tardy to class.

**In – class and Field Experience Technology Policy:** Please SILENCE your cell phones during class and keep them in your purse, back pack, pocket, etc. **\*\*\*Absolutely NO Emailing, Texting, Tweeting, net – surfing, etc. during class or during Field Experience!** I model proper cell phone netiquette by not using mine in class (I leave it in my office) and expect my students to do likewise. I reserve the right to ask you to leave the classroom when using your cellphone.

**Participation Policy for ITV:** Taking a course via ITV requires a great deal of self – discipline, attention, and participation on the part of the student. To make this as beneficial an experience as possible for everyone, I expect all students (at the Regional Campuses and MSU campus) to arrive **ON TIME** (early in order to ask me questions), to come prepared with assignments read and ready to discuss, and with cell phones turned off or placed on vibrate. I do not allow students to use laptop, tablet, or cell phone devices during class unless I specify the need to do so.

**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 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>

\*\*\*Registration for **Blackboard and Blackboard Respondus Lockdown** are required. This is a Paperless class, and all work is submitted in Blackboard.

\*\*\*Registration for Folio 180 is REQUIRED.

## EDMG 342 (ITV) Teaching Social Studies in the Middle Grades Fall 2017 Tentative Weekly Schedule

	Readings / Assignments / Due Dates
<b>Week 1/ Unit 1</b> <b>8.14.17</b>	<ul style="list-style-type: none"> <li>• Read <b>Parker, Chapter 1</b></li> <li>• Read <b>Fritzer, Chapter 1 Why Study Social Studies?</b></li> <li>• Syllabus and Course Expectations</li> <li>• What is the “Social Studies”?</li> <li>• <i>The 5 Key Trends in Social Studies</i></li> <li>• Social Studies Standards: local, state, national</li> </ul>
<b>Week 2/ Unit 1</b> <b>8.21.17</b>	<ul style="list-style-type: none"> <li>• Read <b>Parker, Chapter 2</b></li> <li>• Read <b>Fritzer, Chapter 5 Government / Civics study materials in Blackboard</b></li> <li>• <i>Teaching Social Studies in Today’s Diverse Classrooms</i></li> </ul>
<b>Week 3/ Unit 2</b> <b>8.28.17</b>	<ul style="list-style-type: none"> <li>• Read <b>Parker, Chapter 3</b></li> <li>• Read <b>Fritzer, Chapter 1 Government / Civics study materials in Blackboard</b></li> <li>• <i>Democratic Citizenship Education</i></li> <li>• Take Praxis Practice Quiz, “CIVICS” in Blackboard</li> </ul>
<b>Week 4/ Unit 2</b> <b>9.4.17</b>	<ul style="list-style-type: none"> <li>• Read <b>Parker, Chapter 3 &amp; Chapter 6</b></li> <li>• Read <b>Fritzer, Chapter 1 Government / Civics study materials in Blackboard</b></li> <li>• <i>Current Events and Public Issues in the Social Studies</i></li> <li>• <b>FE #1 this week ; Journal entry due in BB by 11:55 pm Friday, Sept. 8</b></li> </ul>
<b>Week 5/ Unit 3</b> <b>9.11.17</b>	<ul style="list-style-type: none"> <li>• Read <b>Parker, Chapter 4</b></li> <li>• Read <b>Fritzer, Chapter History / History study materials in Blackboard</b></li> <li>• <i>Teaching History in the Middle Grades</i></li> <li>• <b>FE #2 this week; Journal entry due in BB by 11:55 pm Friday, Sept. 15</b></li> </ul>
<b>Week 6/ Unit 3</b> <b>9.18.17</b>	<ul style="list-style-type: none"> <li>• Read <b>Parker, Chapter 4</b></li> <li>• Read <b>Fritzer, Chapter History / History study materials in Blackboard</b></li> <li>• <i>Teaching History in the Middle Grades</i></li> <li>• <b>FE #3 this week; Journal entry due in BB by 11:55 pm Friday, Sept. 22</b></li> <li>• Take Praxis Practice Quiz, “HISTORY” in Blackboard</li> </ul>

<b>Week 7/Unit 4</b> <b>9.25.17</b>	<ul style="list-style-type: none"> <li>• Read Parker, Chapter 4</li> <li>• Read Fritzer, Chapter Geography / Geography study materials in Blackboard</li> <li>• <i>Teaching Geography in the Middle Grades</i></li> <li>• <b>FE #4</b> this week; Journal entry due in BB by 11:55 pm Friday, Sept. 29</li> </ul>
<b>Week 8/ Unit 4</b> <b>10.2.17</b>	<ul style="list-style-type: none"> <li>• Read Parker, Chapter 5</li> <li>• Read Fritzer, Chapter Geography / Geography study materials in Blackboard</li> <li>• <i>Teaching Geography in the Middle Grades</i></li> <li>• Take Praxis Practice Quiz, "GEOGRAPHY" in Blackboard</li> <li>• <b>NO FIELD EXPERIENCE THIS WEEK!</b></li> </ul>
<b>Week 9/ Unit 5</b> <b>10.9.17</b>	<ul style="list-style-type: none"> <li>• Read Parker, Chapter 5</li> <li>• Read Fritzer, Chapter Geography / Geography study materials in Blackboard</li> <li>• <b>Mid – term exam due in BB</b> by 11:55 pm Tuesday, October 10<sup>th</sup></li> <li>• <b>NO FIELD EXPERIENCE THIS WEEK!</b></li> </ul>
<b>Week 10/ Unit 5</b> <b>10.16.17</b>	<ul style="list-style-type: none"> <li>• Read Parker, Chapter 8 &amp; Chapter 9</li> <li>• <i>Planning Lessons / Teaching Strategies in the Social Studies</i></li> <li>• <b>FE #5</b> this week; Journal entry due in BB by 11:55 pm Friday, Oct. 20</li> <li>• <b>FE #6.</b> Prepare your lessons for upcoming observation.</li> </ul>
<b>Week 11</b> <b>10.23.17</b>	<ul style="list-style-type: none"> <li>• Read Parker, Chapter 8 &amp; 9</li> <li>• <i>Planning Lessons / Teaching Strategies in the Social Studies</i></li> <li>• <b>FE #7 and #8</b> this week. Begin observations of teaching.</li> </ul>
<b>Week 12</b> <b>10.30.17</b>	<ul style="list-style-type: none"> <li>• <b>FE #9 and #10.</b> Observations of teaching.</li> </ul>
<b>Week 13</b> <b>11.6.17</b>	<ul style="list-style-type: none"> <li>• <b>FE #11 and FE #12 .</b> Observations of teaching.</li> <li>• Last day of FE.</li> </ul>
<b>Week 14</b> <b>11.13.17</b>	<ul style="list-style-type: none"> <li>• Nov. 14<sup>th</sup> everyone back in class.</li> <li>• De-briefing your lessons.</li> <li>• <b>Thursday, 11.15.17 NO CLASS FOR DR. SHARP --- at NCSS Conference in San Francisco, CA.</b></li> <li>• Read Fritzer, Chapter ECONOMICS / study economics materials in Blackboard</li> <li>• Take Praxis Practice Quiz, ECONOMICS in BB while I am away.</li> </ul>
<b>Week 15</b> <b>11.20.17</b>	<ul style="list-style-type: none"> <li>• Discuss WIKI presentation</li> <li>• Thanksgiving Holiday / MSU Closed: Wed. – Friday this week</li> </ul>
<b>Week 16</b> <b>11.27.16</b>	<ul style="list-style-type: none"> <li>• <b>WIKI PROFESSIONAL PRESENTATIONS!</b></li> </ul>
<b>Week 17</b> <b>12.4.16</b>	<ul style="list-style-type: none"> <li>• Final Exam Week at MSU</li> <li>• EDMG 342 Final Paper "Diversity Article Review" is due: Tue., Dec. 6<sup>th</sup> by 11:55 pm in Blackboard.</li> </ul>

**Winter Break is  
Finally Here!!!!!!!!!!!!!!**

