

**Cal State San Marcos
COLLEGE OF EDUCATION**

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community: October, 1997)*

**EDMX 622
Literacy Education for Education Specialists
CRN: 41085**

(Please note that approximately 50% of this course is on WebCT)

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Office Hours: By appointment

PREREQUISITES

EDMS 521 or CA Multiple Subjects credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program. (Note: Candidates who have a Single Subject credential may request a waiver of this course, and will be required to complete EDMS 521.)

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See “Authorization to Teach English Learners Competencies.”

(Approved by CCTC in SB 2042 Program Standards, August 02)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to

use technology as part of their professional practice, as well as to research the topics discussed in this course.

Visual and Performing Arts

(<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>)

This course infuses the Visual and Performing Arts Content Standards for California Public Schools, which describe what every student should know and be able to do in the visual and performing arts, prekindergarten through grade twelve in five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships and applications.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE DESCRIPTION

This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive K-12 classroom environments.

This course is supplemented by an online site, which may be accessed at <http://courses.csusm.edu>. You will be required to attend certain classes and complete certain assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a **username and password** to access the online components, which will be the equivalent of approximately 50% of the course.

To avoid penalty for late assignments, communicate immediately with the instructors via regular email (bmudd@csusm.edu) if you have any difficulty accessing the site at any time during the course.

REQUIRED TEXTS and WEB SITES

1. American Psychological Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, D.C.: Author. (a.k.a. "The APA Manual") (or abridged version online at www.apastyle.org)
2. Choate, J. S. (2000). *Successful inclusive teaching: (4th ed.)*. Needham Heights, MA: Allyn and Bacon.
3. Council for Exceptional Children Website: www.cec.sped.org
4. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. Also at: http://www.cde.ca.gov/cdepress/lang_arts.pdf
5. Language Arts Standards Management System: <http://www.sdcoe.net/lret/sms/la>
6. Lenski, S., Wham, M., and Johns, J. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
7. Literacy Link: <http://www.csusm.edu/literacy/websitebib.html>
8. Managing RICA PowerPoint: <http://courses.csusm.edu/ricastudy/module01/Managingrica.htm>
9. NCCSE (www.preschoolfun.com) or SDCOE Special Education Forms Manual (for San Diego Interns only)
10. Quiocho, A., Macintosh, D., and Hood, A. (2000) *Reading instruction portfolio*: <http://www.csusm.edu/Quiocho/rip.html> (Focus: Hood, A. *Special Needs Considerations*)
11. Visual and Performing Arts Standards: (<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>)

RECOMMENDATIONS FOR EXTENDING YOUR PROFESSIONAL DEVELOPMENT

1. Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse.
2. California Avenue School www.preschoolfun.com
3. California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.
4. Cunningham, P. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
5. Cunningham, P., & Allington, R.L. *Classrooms that Work: They All Can Read and Write*
6. Herrell, Adrienne L. (2000). *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice-Hall.
7. Johns, J. L. (2001). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments (8th ed.)*. Dubuque, IA: Kendall/Hunt.
8. Schoenbach, Ruth, et.al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.
9. Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.
10. Thousand, Villa, & Nevin (2002) *Creativity and collaboration: The practical guide to empowering students, teachers, and families*. Baltimore: Brookes.
11. Tompkins, G.E. (2001). *Literacy for the 21st century: A balanced approach*. Upper Saddle River, NJ: Merrill.
12. Walter, T. (1996). *Amazing English: How-to handbook*. Reading, MA: Addison-Wesley
13. Wilde, S. (1992). *You can read this*. Portsmouth, NH: Heinemann.

CHILDREN'S BOOKS

The following list includes books that may be shared in class. Purchase of these books is not required. These are among the many books and stories that illustrate the power of using children's literature in K-12 classrooms – even in teacher credential programs! Several of the books could be used thematically to represent learners who struggle with language and literacy. These books are generally available at your local library, or you may want to purchase them for your personal or professional library.

- Abeel, S. Reach for the Moon
- Bunting, E. The Wednesday Surprise
- Carroll, L. Jabberwocky
- Giff, P. Today Was a Terrible Day
- Levine, E. I Hate English
- Mosel, A. Tikki Tikki Tembo
- Polacco, P. Thank You, Mr. Falker
- Whiteley, O. Opal: The Journal of an Understanding Heart
- Young, E. Seven Blind Mice
- Tsuchiya, Y. Faithful Elephants

ACTIVITIES AND METHODS FOR REALIZING COURSE OBJECTIVES

class discussions lectures readings demonstrations & simulations guest speakers videos
written reflections online activities group work content and performance goals

EVALUATION OF ATTAINMENT OF COURSE KNOWLEDGE BASES AND SKILLS

attendance/participation/punctuality collaborative activities projects and presentations
attainment of course content and performance goals reading comments
best practices report APA skill development online activities person-first language use
written reflections Universal Design lesson plan writing and analysis professionalism
infusion of special education, English language learning, technology, and visual and performing arts

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time (which includes online classes), or they may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor(s) as soon as possible.

For this class, if you are absent one day, your highest possible grade is B. If you are absent more than one day, your highest possible grade is C, which means you may not receive a passing grade for the course. Late arrivals and departures will affect your grade. Absences do not change assignment due dates. Late assignments will receive a reduction in points.

WebCT Online Course Attendance and Participation

Please note that this course includes class sessions online in WebCT (<http://courses.csusm.edu>). Students are also required to participate in online discussions and in online class activities. Credit for these requirements is embedded in the attendance and participation points, and in the assignment points for this course.

California Teaching Performance Expectations: “The TPEs” and EDMX 622

Primary Emphasis:

TPE	Description	Course Assignment or Activity
TPE 3	Interpretation and Use of Assessments	Readings, Best Practices Report and Class Activities
TPE 4	Making Content Accessible	Readings, Discussions, Universal Design Lesson Plan
TPE 5	Ensure the Active and Equitable Engagement of All Students in the Learning Process	Readings, Discussions, Universal Design Lesson Plan, and Best Practices Instructional Plan Dev’t.
TPE 6d	Developmentally Appropriate Practices for Special Ed	Readings, Lectures, Presentations; Best Practices Report
TPE 9	Instructional Planning	Best Practices Report: Instructional Plan Dev’t.

Secondary Emphasis:

TPE	Description	Course Assignment or Activity
TPE 2	Monitoring Student Learning During Instruction	Readings, Discussions, Simulations
TPE 6a-b	Developmentally Appropriate Practices in the Elementary Grades	Readings, Lectures, Presentations, Best Practices Report
TPE 7	Teaching English Language Learners	Readings, Discussions, Universal Design Lesson Plan
TPE 8	Learning about Students	Readings, Facts about Learning Challenges activity
TPE 10	Instructional Time	Best Practices Report: Instructional Plan Dev’t.
TPE 11	Social Environment	Best Practices Report: Instructional Plan Dev’t.
TPE 12	Professional, Legal, and Ethical Obligation	Special Education Law discussions; class simulations
TPE 13	Professional Growth	Literacy for Education Specialists Portfolio
TPE 14	Educational Technology	Universal Design Lesson Plan; Best Practices Instructional Plan Dev’t.
TPE 15	Social Justice and Equity	Readings, Discussions, Course Portfolio

EDMX 622 COURSE CONTENT AND PERFORMANCE GOALS:
Education Specialist Credential Requirements

During this course, the candidates will provide evidence for each of the goals that follow.

Candidates will:

- Goal 1. develop a sensitivity to and appreciation for children with special learning needs.
- Goal 2. examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.
- Goal 3. gain an understanding of how patterns of typical and atypical language development influence students academically, socially and behaviorally in today's classrooms.
- Goal 4. become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
- Goal 5. understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
- Goal 6. become sensitive observers of children's language-using behaviors.
- Goal 7. become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction.
- Goal 8. become familiar with informal language and literacy assessments, such as portfolios, performance and presentation options, and their usefulness in designing appropriate instruction.
- Goal 9. demonstrate the ability to design and adapt instruction and classroom environments which are responsive to all learners.
- Goal 10. translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
- Goal 11. understand middle and secondary language and literacy issues in today's classrooms.
- Goal 12. develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.
- Goal 13. develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
- Goal 14. develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Goal 15. develop a respect for each students, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about Their students
III. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

WEB SITES FOR LITERACY EDUCATORS

(From the Homepage of Dr. Laurie Stowell, Literacy Professor)

1. International Reading Association (<http://www.ira.org/>) Online magazine: Reading Online (<http://www.readingonline.org/>)
2. National Council of Teachers of English (<http://www.ncte.org/>)
3. American Library Association (<http://www.ala.org>)Association for library service to children (www.ala.org/alcs/) Look for Newberry & Caldecott winners announcement in late Jan. or early Feb. Also look for notable web sites for kids and 700 cool web sites for kids.
4. Children's Literature Web Guide (<http://www.ucalgary.ca/~dkbrown/index.html>)One of the best web sites for children's lit: includes best books for kids, award books, resources for writers and teachers and much more.
5. Teachers helping teachers (<http://www.pacificnet.net/~mandel/index.html>) By teachers for teachers, lesson ideas - all subjects, bibliographies, stress reducers & more.
6. K-12 Internet Resources (gopher://informns.k12.mn.us:70/11/best-k12) Lots of links to organizations, educational materials, projects and lessons.
7. AskERIC home page (<http://ericir.svr.edu>).
8. Young Writers Society on the WWW (<http://www.millerclan.com/YoungWriters/intro.html>) Kid's writing and kid's reviews of books.
9. Childrens Book Council (<http://www.cbcbooks.org/>)
10. Book Nook (<http://i-site.on.ca/booknook/>) Book reviews by and for kids.
11. Publishers Weekly Childrens Bestseller List (<http://www.bookwire.com/pw/bsl/childrens/current.childrens.htm/>)
12. Kidopedia (<http://rdz.stjohns.edu/kidopedia/>) encyclopedia written by and for kids.
13. US Department of Education (<http://acceric@inet.ed.gov/>)
14. California Department of Education (<http://goldmine.cde.ca.gov/>)
15. Kids and Parents on the Web (<http://www.repress.com>).Over 700 education related internet resources for parents and kids.
16. Index to Children's Book Authors and Illustrators(<http://falcon.jmu.edu/~ramsevil/biochildhome.htm>)
17. Online books stores: Amazon Book Store (<http://www.amazon.com>) Barnes and Noble (<http://barnesandnoble.com/>)Includes book reviews and opportunities for anyone to write book reviews. Sometimes the author writes about the book.
18. School Registry (<http://hillside.coled.umn.edu.others.html>). Students can visit other school sites around the world.

19. Michigan for Public Education (<http://www.ashay.com/mpe/>) Political activist group for literacy education
20. Reading for all (<http://www.readingforall.org>)Another literacy political advocacy group
21. Classroom Connect (<http://www.classroom.net/>). Educational journal about using technology in the classroom, includes search tools and lesson plans.
22. Global Schoolhouse Net Foundation (<http://gsn.org>). Classroom projects, opportunities for collaboration, and school web pages.
23. Scholastic (<http://Scholastic.com/>). Tons of teacher resources, student projects, professional development, Instructor magazine, Goosebumps, Anamorphs, Magic Schoolbus, etc..
24. Poetry Pals K-12 Student Poetry Publishing Project.
(<http://www.geocities.com/EnchantedForest/5165/>)
25. Kathy Schrock's Web Site for Educators (<http://www.capecod.net/schrockguide>) Keeps a current list of web sites which enhance curriculum and professional development for teachers.
26. Create Your Own Newspaper (<http://www.crayon.net>)
27. Heinemann (<http://www.heinemann.com>) Professional books and teaching ideas
28. School Library Hotspots (<http://www.mbnet.mb.ca/~mstimson/text/hotspots.html>) Search tools, information sites, lesson plans, book reviews, many other resources.
29. Writing Multicultural Children's Books (<http://www.users.interport.net/~hdu/multicul.htm>)
30. Carol Hurst's Children's literature Web site (<http://www.carolhurst.com>)
31. KidzPage: Poetry and Verse for children of all ages <http://web.aimnet.com/~veecelet/kids/better.htm/>
32. Inspiration Point Archives (<http://www.webcom.com/justcaus/archive1.htm/>)
32. Dav Pilkey's web site o'fun (www.pilkey.com/) Children's author with background on his books and teaching ideas. Fun site for kids.
33. Children's Literature Ring (<http://www.geocities.com/Athens/3777/ring.html>) A collection of web sites about children's literature.
34. Books Every child should read (<http://homearts.com/depts/relat/bookintr.htm>)
35. Houghton Mifflin Kids Clubhouse(<http://www.eduplace.com/kids/book/index.html>)
36. Society of Children's Book Writers and Illustrators (<http://www.scbwi.org/>)
37. Hungry Mind Review: Literature for Teens (Author's Favorite Books)
(<http://www.bookwire.com/hmr/Review/recom.html>)
38. Constitutional Rights Foundation (www.crf-usa.org/) Their mission is to enable people to acquire a deeper understanding of citizenship. Teaching ideas and lesson plans available
39. Teacher Net (<http://www.csulb.edu/~jmcasey/>) Student Teacher Resource Page
40. GLSEN (www.glstn.org/) Gay Lesbian Straight Educators Network

41. United States Senate (www.senate.gov/)
42. Earthcam (www.earthcam.com) Video cameras view different parts of the world
43. Children's Book Council (<http://www.cbcbooks.org>)
44. Children's author: Jan Brett's home page (<http://www.janbrett.com/>)
45. Education Week on the web (<http://www.edweek.com/>)
46. Busy Teacher's Website (<http://www.ceismc.gatech.edu/BusyT/>)
47. Library of Congress (<http://www.loc.gov/>)
48. PBS (<http://www.pbs.org>)
49. National Geographic (<http://www.nationalgeographic.com>)
50. Jerome and Deborah's Big Page of Special Education Links (<http://www.mts.net/~jgreenco/special.html>)
51. Quotations Page (www.starlingtech.com/quotes/)
52. Books and book reviews (<http://home.revealed.net/albee/pges/Books.html>)
53. People for the American Way: Political action group defending democracy (<http://pfaw.org/>)
54. Southern Poverty Law Center: Combats hate, intolerance, and discrimination through education and litigation. (<http://splcenter.org/>)
55. Learning to read resources for language arts and reading research: (<http://www.toread.com/>)
Good resource for learning about different aspects of literacy education and has some of the RICA practice questions on the web site.

Students: Please advise instructor if any of these Web Sites becomes unavailable. Thank you!

TENTATIVE CLASS SCHEDULE

CLASS # + C= campus OL= online	DATE	TOPICS	READINGS, ETC.	DUE TODAY
1 C	8/31	Introductions "Reach for the Moon" Syllabus, Routines; Text & Online Components preview Class Norms The Spelling Test Activity: Write "What would you do if..." statements	Think-Pair-Share	<i>Purchase books</i> Secure Cal State Email Account (for WebCT)

2 C	9/7	<p>Assignments Professionalism & Participation Lesson Planning Video: "FISH" Have fun, be there, check your attitude...</p> <p>Revisit & Revise Class Norms</p> <p>ELL Competencies 1: I, II; 2:I, II</p>	Video: "FISH"	
3 OL #1	9/14	<p>Typical and Atypical Language Development</p>	C: 6 (130-135) QMH Web site	<p>db: Post "How do you do" (Due by 9/6) db Activities (Due by 9/9)</p>
4 OL #2	9/21	<p>Language Diversity, Difference, & Dysfunction</p> <p>ELL Competencies 2: I, II, III</p>	C: 7 F: pp. 232-236	db Activities (Due by 9/12)
5 C	9/28	<p><i>Today was a Terrible Day</i></p> <p>Effective Language Arts Instruction: Lectures (F: Ch 1 – Toni; Ch 2 - Beth)</p> <p>The CA K-12 Language Arts Frameworks</p> <p>Frameworks Scavenger Hunt</p>	F: 3, 4, & 5 LWJ: 1	<p>BRING FRAMEWORKS TO CLASS! (required)</p> <p>db: Post "Language Arts & the Atypical Learner" response <i>before</i> 9/13 class</p>
6 C	10/5	<p>Reading Engagement & Comprehension Partner Strategy Modeling VAPA: Theatre Arts (Gr. 6 - Creative Expression Standards 2.1 & 2.2)</p> <p><i>The Empty Pot</i></p> <p>ELL Competencies 1: I; 3:I, II, III</p>	LWJ: 1, 5, 10 C: 4, 5	<p>BRING CHOATE TO CLASS! (required) Discussion Board Activities</p>
7 C	10/12	<p>Oral & Written Communication</p> <p>Video: "Who should see the Speech Therapist?"</p> <p>Supporting the Struggling Writer</p> <p><i>Opal: The Journal of an Understanding Heart</i></p> <p><i>I Hate English!</i></p> <p>ELL Competencies 1: I, II, III; 2: III</p>	C: 6, (136-151); C: 8 LWJ: 3	BRING CHOATE TO CLASS! (required)
8 C	10/19	<p>Handwriting & Spelling</p> <p>Handwriting without Tears D'Nealian Handwriting</p>	LWJ: 4 C: 9	BRING CHOATE TO CLASS! (required)

		Words Their Way Word Lists & Word Walls <i>Tikki Tikki Tembo</i>		
9 C	10/26	Formal Assessment of Language and Literacy <i>ELL Competencies 2: III</i>	LWJ: 6 & 8	
10 C	11/2	Informal Assessment of Language and Literacy Authentic Assessment Portfolios & Journals <i>Seven Blind Mice</i> <i>ELL Competencies 2, III</i>	C: 8 & 9 LWJ: 3	BRING CHOATE TO CLASS! (required)
11 OL #3	11/9	Supporting Struggling Readers	LWJ: 2, 5 C: 4 & 5	db Activities (Due by 10/4)
12 OL #4	11/16	Differentiating Instruction; Principles of Inclusive Instruction	C: 3 F: 7	db Activities (Due by 10/6)
13 C	11/23	Children’s Literature Across the Grades Reading in the Content Areas Bibliotherapy <i>The Wednesday Surprise</i> <i>Faithful Elephants</i> <i>ELL Competencies 1, 2 & 3: I, II, III</i>		cm Best Practices Report Due (attachment)
14 OL #5	11/30	<i>Assessing Text Readability</i> <i>ELL Competencies 2:I; 3: I-III</i>	L: Appendix C C: 11 (pp. 280-289) C: 12 (pp. 304-311) C: 13 (pp. 336-347)	db Activities (Due by 10/11)
15 OL #6	12/7	Encouraging Critical Thinking	Review Bloom’s Taxonomy	db Activities (Due by 10/18)

16 C	12/14	Reflections; Book/Theme Sharing <i>Thank You, Mr. Falker</i>		Course Evaluation TBA
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KEY to TEXT AUTHORS	NOTATED AS:
CA Dept. of Ed. (Frameworks)	F
Choate	C
Lenski, Wham, & Johns	LWJ

KEY to ASSIGNMENT NOTATIONS	WHERE ASSIGNMENTS ARE DUE
db	Posted to Discussion Board in online course supplement
cm	Posted in Class Mail in online course supplement
no notation	Due in class