

EDUC 2301: Special Populations (Online Section)
Spring 2025

College Literacy and Education
South Plains College

South Plains College Improves Each Student's Life

Course Title: Introduction to Special Populations
EDUC 2301.C152 = Online (Blackboard)

Instructor: **Lori Satterwhite, M.Ed.**

lsatterwhite@southplainscollege.edu

Office: 806-716-2237

Office: Library 308, Levelland, Office Suite 306

Office Hours: T/TH: 9:00 – 11:30 a.m.

M/W: 2:30 – 4:00 p.m.

FRI: 9:30 – 11:30 a.m. (by appointment)

*Virtual Office Hours by Appointment

Contact Mrs. Satterwhite through SPC email. Do **NOT** use Blackboard Messages to contact Mrs. Satterwhite.

Observation Coordinator: **Suzie Jameson**

observations@southplainscollege.edu

Contact Mrs. Jameson through this email

General Course Information



Course Description

Pre-requisite: *Completion of EDUC 1301 or approval of the Program Coordinator.*

This course offers an enriched, pre-service course and content experience that a) Provides an overview of the school and classrooms, gender, socio-economic status, ethnic and academic diversity and equality with emphasis on factors that facilitate learning; b) Provides students with support to participate in early field experiences in all levels EC – 12 with course content aligned as applicable to SBEC Pedagogy and Professional Responsibilities Standards and Technology Applications Standards for all Beginning Teachers.

Credit: 3 Lecture, 0 Lab

Textbook: You do not need to purchase a textbook for this class. We will be using Open Educational Resources (OER), and they will be provided to you in each module.

Other Materials:

- Access to a computer (with internet access) & Blackboard

Student Learning Outcomes

Upon successful completion of this course, students will:

Learning Outcome

Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.

Observable/Measurable Actions by Students

Lectures/videos; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; interview;

	classroom observations/observation field notes; lesson plan design
Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.	Lectures/videos; textbook readings; reading quizzes; in-class hands-on assignments; guest lectures; interview; classroom observations/observation field notes; lesson plan design
Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. Describe the impact of socio-economic status on learning and creating equitable classrooms.	Lectures/videos; textbook readings; reading quizzes; in-class hands-on assignments; interview; classroom observations/observation field notes; lesson plan design
Complete 16 hours of classroom observations, identifying ways in which the teachers are addressing the needs of the diverse learners in his/her classroom.	Classroom observations/observation field notes; final observation analysis essay

Course Requirements:

EDUC 2301, as the course title indicates, is an introduction to special populations with the teaching profession and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to completing all modules and assignments throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**



Course Guidelines and Expectations

Grading and Final Evaluations

Attendance/Participation/Discussion/Professionalism • Includes 4 Group (Zoom) discussions, learning activities, Padlet video discussions, & End-of-Semester Reflection	15%
Weekly Module Learning Activities & Quizzes • Includes 18 – 20 assignments and/or quizzes over the semester	30%
Interview/Transcript	10%
Lesson Plan Presentation	15%
4 Observation Field Notes	20%
Final Observation Analysis Paper	10%
Total	100%

**I reserve the right to make changes in grade calculations policies at my discretion.*

**Assignment instructions and rubrics for assignments will be available in Blackboard.*

Grades are determined by the following scale:

90 – 100% = A	60 – 69% = D
80 – 89% = B	0 – 59% = F
70 – 79% = C	

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- All assignments will be submitted through Blackboard.
- **Late work will not be accepted and will receive a grade of "0."**
- You may see your grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to see your final grade and review your responses and the CORRECT RESPONSE after the due date.
- **Assignment Submission & Wildcard**
 - Assignments should be submitted according to the due dates and submission methods identified in their task descriptions (available in Blackboard).

- For submitted assignments, papers, and projects, **my goal is to have them graded within two weeks of the due date.** NOTE: Please look for due dates in the course schedule or the weekly module assignment sheets. Do NOT go by the dates in “My Grades.”
- NOTE: Late work is unacceptable in this course. However, I do offer students **one 24-hour extension** from the original deadline for any *assignment*, no questions asked (*this DOES NOT include the final analysis essay*). To take advantage of this opportunity, students should
1. Email the instructor, indicating which assignment it should be used for.
 - a. This should be done *prior* to the due date of the assignment if possible.
 2. Complete the assignment **within 24 hours** of its original due date.
 3. **When you submit your assignment using the Wildcard, please write “Wildcard Used for this Assignment” in the submission comments box.**
- Most MAJOR ASSIGNMENTS will be submitted through TURNITIN.com or through a Blackboard Assignment submission portal. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
 - **Please make sure that you submit a Microsoft WORD or Google document.**
 - **DO NOT submit a document created in Apple Pages.**
 - **ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.**
 - You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
 - If I ask you to EMAIL an assignment, I will post your grade in "My Grades" and email my comments back to you.

Unforeseen Circumstances: If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment.** Please do not assume that the instructor will change the due date of an assignment or extend the date due to unforeseen circumstances. *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

Instructional Delivery

- Instruction will be delivered ONLINE through Blackboard, demonstrations, discussions, group discussions, and guest speakers. We are using Blackboard Ultra. Please be sure to watch the Navigational video in our blackboard course to learn more about it. This class is asynchronous, meaning you can access the material on your own time; however, the class is organized into weekly modules. A new module will open each Saturday morning, and **weekly assignments will be due on FRIDAYS by 11:59 p.m.**
 - **NOTE:** As this is an ONLINE class, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:
 - Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will NOT be able complete this course on your smartphone exclusively.**
 - Daily access to reliable internet connection—MySPC, Blackboard, SPC email, etc.
 - *NOTE: The ONLINE 2301 section will use **Padlet** as a video discussion board in addition to the discussion board present in Blackboard.*
 - *We will also use other websites for activities and games.*
 - Knowledge of (and ability to work in) Microsoft Word— *again, all SPC students have free access to Microsoft Office 365 products.*
 - **Please Note: Please do NOT save or submit assignments in Apple Pages!!!** Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive.

Field Experience Component

- EDUC 2301, as the course title indicates, is an introduction to the special populations within the general education classroom and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check before attending any observations.**
- **Professionalism:** I place a **great** value on professionalism. It is **KEY** to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

What is professionalism?

Some examples of professionalism include, but are not limited to: effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

General Assignment Information

- **Attendance/Participation/Discussion/Professionalism (15%)**
The following assignments are included in this portion of your grade: 6 - 8 weekly Padlet discussions, participation in the 4 group (Blackboard Collaborate, TEAMS, or Zoom) discussions, completed observation verification forms, & conduct during classroom observations
- **Weekly Module Learning Activities & Quizzes (30%)**
Weekly assignments and/or quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this portion of your grade. These quizzes and/or assignments will be available in the weekly modules (under Content).
- **Interview Transcript/Reflection (10%)**
Interview a parent of a special-needs/exceptional child or an adult who was classified as a special-needs or exceptional child during his/her schooling. Transcribe your interview (i.e. type up a transcription of your interview questions and answers) and type a 1 – 1 ½ page reflection. You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions will be made available in the Major Projects module in Blackboard.
- **Lesson Plan Presentation (15%)**
You will design and present a lesson plan based on a specific grade level and a specific topic within a specific subject (e.g. a lesson on adjectives as part of a 3rd grade English Language Arts (ELA) grammar unit). Your lesson plan must follow UDL guidelines and include specific accommodations for special populations. Guidelines and a rubric for this assignment, along with other pertinent instructions will be made available in Blackboard.
***PLEASE NOTE: Your EDUC 2301 Lesson must be a different lesson from the lesson you presented in EDUC 1301. It must also be a different lesson from the practice lessons we work with throughout the semester. Additionally, you may NOT select a TEKS from Pre-K or Kindergarten for this lesson.**
- **Field Experience & Field Notes (20%)**
You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the “Observation Procedures and Rules” sheet. You will be required to submit a verification sheet to Mrs. Jameson at the conclusion of each observation. You will also need to take detailed field notes over each field experience. This process will be taught in class. Your field notes should provide demographic information about the campus/school district and classroom and should include a sketch of the classroom. Additionally, your field notes should address specific (given) questions. You will submit each of these field notes through Turnitin.com (links will be provided). Guidelines and a rubric for these field notes will be made available in Blackboard. In order to submit your field notes, you must have turned in your verification sheets. **Field notes are due within 2 weeks of your classroom observation date.** If an

emergency arises (or you wake up sick) and you must miss your observation, please contact Ms. Jameson by email (observations@southplainscollege.edu) and by completing the Observation Absence form. *Failure to attend your scheduled observation times (without a valid and documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.*

Please Note: *If students do not complete the required background check, observation paperwork sign up for observations by the given due dates, they cannot complete the observations and will be dropped from the class*

- **Final Observation Reflection Project (10%)**

This final observational analysis paper will count as your final in this class. Using your field notes, you will write a final analysis paper. In this paper, you will highlight three different concepts related to diversity in the classroom and planning instruction to suit the needs of your diverse students, citing examples and/or non-examples of each of these concepts from your observations. You will be expected to use correct APA formatting and citations. You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions, will be made available in Blackboard.

Student Responsibilities: Students are expected to

1. “Attend class regularly” by logging into our Blackboard course on a regular basis (I suggest daily).
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. Have respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning
5. Be responsible for appropriate behavior and courteous actions to others, including wearing a mask to class and social distancing as much as possible.
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.

Institutional and Academic Policies

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title IX Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.

Campus Resources

Tutoring: Dr. Gail Malone; Ms. Dalila Gonzales, 806-716-2538 or dgonzales@southplainscollege.edu ; or the Office of College Literacy and Education, 806-716-2241. Each semester, tutor schedules will be posted in our classroom and various other locations around campus as they become available. Please make special note that all tutoring services at SPC are free to students. SPC tutoring sessions are also available online, or you can schedule a tutoring session via Tutor.com (available in Blackboard).

*****We have WRITING CENTERS on the Levelland and Lubbock Downtown campuses. Please make use of this resource.**

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the College Literacy and Education Department at South Plains College, regardless of who teaches the course, when it is taught, or where it is taught. Faculty members teaching this course for SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Course Schedule—EDUC 2301 (Online Section) Spring 2025

**Please Note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class and/or in Blackboard.*

This is **NOT** a schedule of weekly homework assignments! This is a tentative schedule of topics and textbook chapters to be covered weekly. **Also, please note that each week on the syllabus (with the exception of Week 1) runs from Saturday to the following Friday. For specific due dates, please consult the Weekly Module Instructions.**

<p>Week 1: Jan. 13 – 17</p>	<p><i>Welcome to Class; Observation Information; Syllabus Information</i> <i>Introduction, What is Inclusive Learning?</i> <u>Readings:</u> “Addressing Our Needs: Maslow Comes to Life” “Inclusive Classrooms” by Reading Rockets (and 2 embedded videos) “Practical Steps Toward More Inclusive Teaching” (available in Bb) Read Texas Teacher Standards (PPR) Read Technology Applications Standards I - V</p>	<p><u>Participation:</u> Zoom Informational Session— Observations (Wednesday, Jan. 15, at 9:00 p.m.) Padlet Video</p> <p><u>Assignments/Quizzes:</u> Syllabus Quiz Module 1 Quiz</p> <p>Complete Background Check (if needed)</p>
<p>Week 2: Jan. 20 – 24</p>	<p><i>MONDAY—MLK Day—SPC HOLIDAY</i> <i>UDL & Inclusive Learning (& Field Notes)</i> <u>Readings:</u> “Landmark US Cases Related to Equality of Opportunity in K-12 Education” “The History of Special Education Law” IRISCENTER’s Module for Universal Design for Learning (pp 1 – 7) “The UDL Guidelines” “About Universal Design for Learning” <u>Videos:</u> “Special Education Law” 2 videos embedded in “About Universal Design for Learning”</p>	<p><u>Participation:</u> Padlet Video</p> <p><u>Assignments/Quizzes:</u> Socrative Quiz—Module 2 EdPuzzle Assignment—Field Notes</p>
<p>Week 3: Jan. 27 – 31</p>	<p>Designing UDL Lesson Plans for the Inclusive Classroom <u>Readings:</u> “Universal Design for Learning (UDL): What You Need to Know” “The Difference between UDL and Traditional Education” “Madeline Hunter’s 8-Step Lesson Plan Model” “How to Create a 5E Lesson Plan” View “The LEARN Model” <u>Videos:</u> “Piaget’s Theory of Cognitive Development” “Zone of Proximal Development”</p>	<p><u>Participation:</u> Zoom Collaboration Session— Practice UDL Lesson</p> <p><u>Assignments/Quizzes:</u> Practice UDL Lesson</p>
<p>Week 4: Feb. 3 – 7</p>	<p><i>Diversity in the Classroom—Special Education Processes & Procedures</i> <u>Readings:</u> “What is Inclusion in Education”</p>	<p><u>Participation:</u> Padlet Video</p> <p><u>Assignments/Quizzes:</u></p>

	<p>“10 Basic Steps in the Special Education Process” “Evaluating School-Aged Children for Disability” “What Evaluation Testing Results Mean” “IEP Planning: Accommodations and Modifications” View PPT—Special Education Referral Process</p>	<p>ARD Teacher Input Form Module 4 Quiz</p>
<p>Week 5: Feb. 10-14</p>	<p><i>Diversity in the Classroom—Special Education & Inclusion</i> <u>Readings:</u> “Intellectual Disability” “Types of Learning Disabilities” “Introduction to Learning Disabilities” “Speech and Language Impairments” “Information about Emotional/Behavioral Disorders” “Complete Guide to Autism” “Understanding ADHD in Your Child” Read “5 Common Myths on Attention Deficit Problems” Read “What Special Education Teachers wish General Education Teachers Knew” <u>Video:</u> “Emotional. Behavior Disorder”</p>	<p><u>Participation:</u> Padlet Video</p> <p><u>Assignments/Quizzes:</u> Book Widgets Quiz—Module 5</p> <p>Interview Assignment DUE</p>
<p>Week 6: Feb. 17-21</p>	<p><i>Diversity in the Classroom—Special Education & Inclusion, Part II</i> <u>Readings:</u> “Visual Impairment, Including Blindness” by Center for Parent Info & Resources “Deafness & Hearing Loss” by CPIR “Deaf/Blindness” by CPIR “Traumatic Brain Injury” by CPIR “Other Health Impairments” by CPIR “Multiple Disabilities” by CPIR “Low-Incidence Disabilities; Information for Educators” by Michael Brown & Tara Brinkman <u>Videos:</u> Guest Lecturer—Robyn Reaves Gest Lecturer—Christine Martin “Mind Matters: ‘Dear Teacher’ Messages from Students for Teachers”</p>	<p><u>Participation:</u> Padlet Video</p> <p><u>Assignments/Quizzes:</u> Book Widgets Quiz—Module 6</p>
<p>Week 7: Feb. 24 -28</p>	<p><i>Diversity in the Classroom—Gifted & Talented Students</i> <u>Readings:</u> “Differentiation for High Achievers” by Jaye Parks <i>GT Teacher Guidebook</i> by LaPorte ISD faculty/staff “Tiered Lessons for Differentiation” View PPT “Teaching Gifted Kids in Today’s Classroom—Chapter 1”--based on Susan Winebrenner’s “Characteristics of Gifted Students” View PPT Tiered Lessons for Differentiation</p>	<p><u>Participation:</u> Padlet Video</p> <p><u>Assignments/Quizzes:</u> Tiered Lesson Activity Module 7 Quiz</p>
<p>Week 8: March 3 – 7</p>	<p><i>Diversity in the Classroom—Language Learners</i> <u>Readings:</u> IDRA’s Report “Creating a More Bilingual Texas” “What is the TELPAS and How is this Assessment Used in Texas” (TEA) Narda C. Hogue’s Blog “ELPS in my Classroom” ELPS chart (TEA) “6 Essential Strategies for Teaching English Language Learners” by Emily Kaplan from Edutopia.org “5 Effective Modeling Strategies for English Learners” by Daria Witt and Michael Soet from Edutopia.org “Helpful Online Resources for Teaching ELLs” by Laurel Schwartz of Edutopia.org</p>	<p><u>Participation:</u> Padlet Video—based on three learning activities</p> <p><u>Assignment Grades:</u> Module 8 Quiz</p>

	“ESL and Bilingual Glossary”	
Week 9: March 10 – 14	<p><i>Diversity in the Classroom—At-Risk Students</i></p> <p><u>Readings:</u></p> <p>“At Risk” Definition from <i>The Glossary of Education Reform</i> by Great Schools Partnership</p> <p>“At Risk Students: Success and Interventions” by Concordia University</p> <p>“Best Practices for Serving LGBTQ Students” by Cory Collins and Jey Ehrenhalt from Learning for Justice</p> <p>“State of Homelessness: 2023 Edition” by National Alliance to End Homelessness</p> <p>“Tips for Teachers and Staff: How to Support Students Experiencing Homelessness”—by School House Connection</p> <p>“Definition of Bullying” by University of the People</p> <p>“Trauma-Informed Teaching Strategies” by Jessica Minahan from the Assoc. for Supervision and Curriculum Development (ASCD)</p> <p><u>Videos:</u></p> <p>“Signs of Abuse and Neglect in Students” by Teachings in Education</p> <p>Guest Speaker—Dr. Kelly from TTU</p>	<p><u>Participation:</u> NO Padlet video</p> <p><u>Assignment Grades:</u> Book Widgets Quiz</p>
SPRING BREAK (MARCH 17 – 21)		
Week 10: March 24 – 28	<p><i>Creating an Effective Learning Environment for ALL Learners—Instructional Strategies and Assessments</i></p> <p><u>Readings:</u></p> <p>“Elements of Effective Instruction” by Great Schools Partnership</p> <p>“20 Differentiated Instruction Strategies and Examples” by Prodigy</p> <p>“25 Effective Instructional Strategies for Educators” by TopHat</p> <p>“226 Active Learning Techniques” by Iowa State University</p> <p>“Types of Assessments” by ASCD</p> <p>“13 Formative Assessments that Inspire Creativity” by Paige Tutt</p>	<p><u>Participation:</u> Zoom Informational Sessions—instructions for UDL Lesson Project</p> <p><u>Assignment Grades:</u> Book Widgets: Is this an Effective UDL Lesson? Module 10 Quiz</p>
Week 11: March 31 – April 4	<p><i>Creating an Effective Learning Environment for ALL Learners—Assistive Technology</i></p> <p><u>Readings:</u></p> <p><i>IrisCenter’s</i> Assistive Technology Module (pp. 1 – 7)</p> <p><u>Video:</u></p> <p>“Understanding Assistive Technology: Simply Said”</p>	<p><u>Participation:</u> Padlet Video</p> <p><u>Assignment Grades:</u> Module 11 Quiz</p>
Week 12: April 7 – 11	<p><i>Creating an Effective Learning Environment for ALL Learners—Behavioral Supports</i></p> <p><u>Readings:</u></p> <p>“Understanding Behavior as Communication: A Teacher’s Guide” by Amanda Morin</p> <p>“Positive behavior strategies in the Classroom” by Understood.org (and follow links to other articles)</p> <p>“The Difference Between Discipline and Punishment” by Amanda Morin</p> <p>“What is a Functional Behavior Assessment” by Amanda Morin</p> <p>“Social Emotional Learning Toolkit: Family Engagement” by movethisworld.com</p> <p><u>Video:</u></p> <p>“TeachingMinute: Positive Consequences”</p>	<p><u>Participation:</u> NO Padlet video</p> <p><u>Assignment Grades:</u> Module 12 Guided Notes Practice Functional Behavior Analysis Skills Learning Activity</p>

	Spring Interim, Summer, and Fall 2025 Registration Opens 4/11	
Week 13: April 14 – 18	<p><i>Creating an Effective Learning Environment for ALL Learners—Collaboration and Cooperative Teaching</i></p> <p>Readings: “Benefits of and Strategies for Teacher Collaboration in MTSS” by Katya Henderson “5 Benefits for Teacher Collaboration in Education” by Damon Torgerson “How to Choose a Co-Teaching Model” by Sean Cassel</p> <p>Video: “Shared Content Teams</p>	<p>Participation: Zoom Discussion</p> <p>Assignment Grades: Module 13 Quiz</p>
Week 14: April 21 – 25	<p><i>No Readings, Videos, or Learning Assignments this Week—work on your UDL LESSON PROJECT (Due this Friday)</i></p> <p>*Thursday, April 24 = last day to drop Spring courses</p>	<p>ONLINE Section: UDL Lesson Project Due Friday, April 25, at 11:59 p.m.</p>
Week 15: April 28 – May 2	<p>Work on Final Observation Analysis Paper</p> <p>Final Observation Analysis Paper DUE MONDAY, May 5, by 8:00 a.m.—No Late Papers Will Be Accepted!!</p>	<p>Participation: End-of-Semester Reflection (due Tuesday, May 6, at 11: 59 p.m.)</p>
Week 16: May 5 – 8	<p>Finals Week—Final Observation Analysis Essay DUE MONDAY, May 5, by 8:00 a.m.</p>	<p>Participation: End-of-Semester Reflection (due Tuesday, May 6, at 11: 59 p.m.)</p>

PLEASE NOTE: Each **set of field notes** will be due **by midnight 2 weeks after your observation**. For example, if you observe any day the week of Friday, Jan. 20, your field notes will be due by midnight on Friday, Feb. 7.