

EDUC 2301: Introduction to Special Populations
Fall 2025

*College Literacy and Education
South Plains College*

South Plains College Improves Each Student's Life

Course Title: Introduction to Special Populations
EDUC 2301.C002 = MW 9:30 – 10:45 a.m.

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

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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 Outcomes


1. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.
2. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.
3. 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.
4. Complete 16 hours of classroom observations, identifying ways in which the teachers are addressing the needs of the diverse learners in his/her classroom.

Course Requirements:

EDUC 2301, as the course title indicates, is an introduction to special populations within the teaching profession 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.**

Course Guidelines and Expectations

Grading and Final Evaluations



Attendance/Participation/Discussion/Professionalism <ul style="list-style-type: none">• <i>Includes class discussions, in-class activities, & End-of-Semester Reflection</i>	15%
Weekly Module Learning Activities & Quizzes <ul style="list-style-type: none">• <i>Includes 18 – 20 quizzes and/or assignments over the semester</i>	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 handed out in class (and be available on 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.”**

WILDCARD: 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 UDL lesson presentation for face-to-face classes or the Final Observation Analysis essay*). To take advantage of this “Wildcard” opportunity, students should

1. Email the instructor to unlock the wildcard, indicating which assignment it should be used for. (This should be done *prior* to the due date of the assignment.)
 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.**
- Some 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

- **MW 9:30 a.m. Face-to-Face Class (EDUC 2301.C002):** Most of the content instruction will be delivered through your reading of the course material, in-class lectures, videos, demonstrations, and an occasional guest lecture. I will post all module instructions, assignment instructions, some assignment samples or models, submission portals, and rubrics in Blackboard. New modules will open each Saturday morning, and **weekly assignments will be due on FRIDAYS by 11:59 p.m.**
- **You will also take all quizzes and submit all assignments online in Blackboard.** I would suggest that you look at our Blackboard every week. We will meet Mondays and Wednesdays (or Tuesday evenings). During class time, we will have discussions, group collaboration, review the material, and complete learning activities. *The best way to be prepared for class is to have read the assigned reading material for the module BEFORE you attend class.*
 - **ATTENDANCE GRADE:** You will receive a participation grade for the activities we complete each class session. If you are absent for any reason, you will receive a “0” for that participation grade. These grades make up your attendance/participation grade, which counts 15% of your total average.

ALSO NOTE: As most of the content and materials for our class are online in Blackboard, 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 likely NOT be able complete most assignments in this course on your smartphone exclusively.**

- Daily access to the internet—MySPC, Blackboard, SPC email, etc.
 - *NOTE: 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 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: attendance, class participation, class discussions, completed observation verification forms, & conduct during classroom observations. I will take attendance each class day. You will receive a participation grade based on your attendance and active participation in each day's learning activities and discussion (and your conduct during classroom observations). If you are absent for any reason, you will receive a "0" for that day's learning activity.
- **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.
- **UDL 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 passed out in class (or made available on 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.
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.
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 (including the unethical use of AI) 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 and tutors available online. 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 Fall 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 Task List in each Blackboard module.**

<p>Week 1: Aug. 25 – 29</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</p>	<p><u>Participation:</u> Class Introductions Observation Information</p> <p><u>Assignments/Quizzes:</u> Syllabus Quiz Module 1 Quiz</p> <p>Complete Background Check (if needed)</p>
<p>Week 2: Sept. 1 – 5</p>	<p><i>MONDAY—Labor 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> Class Activities</p> <p><u>Assignments/Quizzes:</u> Socrative Quiz—Module 2 EdPuzzle Assignment—Field Notes</p>
<p>Week 3: Sept. 8 – 12</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> Collaboration Session—Practice UDL Lesson</p> <p><u>Assignments/Quizzes:</u> Practice UDL Lesson</p>
<p>Week 4: Sept. 15 – 19</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> Class activities</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: Sept. 22 – 26</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> Class Activities</p> <p><u>Assignments/Quizzes:</u> Book Widgets Quiz—Module 5</p> <p>Interview Assignment DUE</p>
<p>Week 6: Sept. 29 – Oct. 3</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> Class Activities</p> <p><u>Assignments/Quizzes:</u> Book Widgets Quiz—Module 6</p>
<p>Week 7: Oct. 6 – 10</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> Class Activities</p> <p><u>Assignments/Quizzes:</u> Tiered Lesson Activity Module 7 Quiz</p>
<p>Week 8: Oct. 13 – 17</p>	<p><i>FRIDAY (Oct. 17)—FALL BREAK—All SPC Offices Closed</i> <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</p>	<p><u>Participation:</u> Class Activities</p> <p><u>Assignment Grades:</u> Module 8 Quiz</p>

	<p>“Helpful Online Resources for Teaching ELLs” by Laurel Schwartz of Edutopia.org</p> <p>“ESL and Bilingual Glossary”</p>	
Week 9: Oct. 20 – 24	<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> Class Activities</p> <p><u>Assignment Grades:</u> Book Widgets Quiz</p>
Week 10: Oct. 27 – 31	<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> 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: Nov. 3 – 7	<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>Spring, Spring I, and Spring II 2026 Registration Opens 11/7</p>	<p><u>Participation:</u> Class Activities</p> <p><u>Assignment Grades:</u> Module 11 Quiz</p>
Week 12: Nov. 10 – 14	<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><u>Participation:</u> Class Activities</p> <p><u>Assignment Grades:</u> Module 12 Guided Notes Functional Behavior Analysis Skills Learning Activity</p>

	"TeachingMinute: Positive Consequences"	
Week 13: Nov. 17 – 21	<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 <i>"5 Benefits of Teacher Collaboration in Education"</i> "How to Choose a Co-Teaching Model" by Sean Cassel</p> <p>Video: "Shared Content Teams"</p>	<p><u>Participation:</u> Class Activities</p> <p><u>Assignment Grades:</u> Module 13 Quiz</p>
Week 14: Nov. 24 – 28	Lesson Presentations	ONLINE Section: UDL Lesson Project Due Sunday, Nov. 30, at 11:59 p.m.
<i>THANKSGIVING BREAK (NOV. 26 – 28)</i>		
Week 15: Dec. 1 – 5	<p>Work on Final Observation Analysis Paper</p> <p>Final Observation Analysis Paper DUE MONDAY, Dec. 8, by 8:00 a.m.—No Late Papers Will Be Accepted!!</p> <p><i>*Thursday, Dec. 4 = last day to drop Fall courses</i></p>	<p><u>Participation:</u> End-of-Semester Reflection (due Tuesday, Dec. 9, at 11: 59 p.m.)</p>
Week 16: Dec. 8 – 11	<p>Finals Week—Final Observation Analysis Essay DUE MONDAY, Dec. 8, by 8:00 a.m.</p>	<p><u>Participation:</u> End-of-Semester Reflection (due Tuesday, Dec. 9, at 11: 59 p.m.)</p>

PLEASE NOTE: Each **set of field notes** will be due **by midnight on the Friday 2 weeks after your observation**. For example, if you observe any day the week of Friday, Sept. 5, your field notes will be due by midnight on Friday, Sept. 19.

