Learning Frameworks Syllabus—Lecture
PSYC 1300 / EDUC 1300
Section: 43869
Department: Social Sciences; Office: G237; Phone: 972.860.7156; Hours: 8:00AM-5:00pm M-F
Class meeting time/Location: MW 5:35 to 6:55 pm /C205
Class type: 8 Week Hybrid (March 20 to May 08, 2017)

Instructor Information:
Kathleen McGann, MS
kathleenmcgann@deccd.edu (School Related Emails Only)
Excellence in Teaching and Learning Center Telephone Number: 972.391.1069
Excellence in Teaching and Learning Center Office Location: C236
Office Hours: By Appointment Only, please email requests

Course Information
Course title: Learning Framework
Texas Common Course Number (TCCN): PSYC 1300 / EDUC 1300
Section number and Class meeting times: See above
Credit hours: (3) Transferrable hours as direct transfer or an elective per receiving college policy and rules.
Course prerequisites: One of the following must be met: (1) Developmental Reading 0093; (2) English as a Second Language (ESOL) 0044; or (3) have met Texas Success Initiative (TSI) standard in Reading.

Core Curriculum Foundational Component Area:
Pre-Core Requirement

Course Description:
This interdisciplinary course addresses (1) research and theory in learning, cognition, and motivation; (2) factors that impact learning; and (3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply learning skills discussed in the course. Students developing these skills should be able to continually draw from the theoretical models. Critical thinking serves as the foundation for different thematic approaches using a variety of academic disciplines. (This course is listed as PSYC 1300 or EDUC 1300). Students may register for either EDUC 1300 or PSYC 1300 but may receive credit for only one of the two. (3 Hybrid) Coordinating Board Academic Approval Number 4203015125

Textbook Information:
Required Textbook Only ONE version below is required:

This is a custom book. To ensure that you have the correct version, go to the Eastfield College bookstore or call them directly to order it at 972-279-3660.
Drop Date:
Last Day to withdraw from your classes with a grade of “W” is April 29, 2017

Certification/Census date: March 25, 2017

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to the following examples: initiating contact with your instructor to ask a question about the academic subject studied in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online discussion board about academic matters relating to the course. In an online course, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Failure to do so will prevent you from being certified and will affect your financial aid.

Learning Framework Course Objectives & Development Statement:
(Often global in scope, indicates for learners what knowledge, skills, and attitude will be addressed in the course.) Learning Framework’s objective is to introduce core skills needed to address Texas Core Competencies/skills and to learn tasks that are specific to academic success overall. Learning Framework students will develop these skills and accomplish said tasks through cooperative learning, various theory-supported and theory-guided activities, presentations and self-assessments that lead to academic and personal development.

Learning Framework Course Goals (CORE Curriculum Objectives/Skills):
* Represents Texas Core Competencies.

- **Critical Thinking** - To construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts, and strategies learned in the course.
- **Communications** - To use critical thinking to develop and interpret ideas and express different perspectives through written, oral, or visual communications.
- **Information Literacy & Empirical and Quantitative Skills** - To use a variety of library tools and resources to find, analyze, and evaluate empirical data in relation to the need.
- **Teamwork** - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Social Responsibility** - To introduce intercultural competence, knowledge of civic responsibility, and ways to effectively engage with various communities.
- **Personal Responsibility** - To identify and weigh relevant factors which connect choices and actions to ethical decision-making.
- **Self-Management** - To apply and assess metacognitive strategies as well as behavior-management techniques in order to build constructive habits for success in college.
- **Evidence-based Learning** - To use shared electronic platforms to reflect on and showcase selected artifacts, making thinking and learning visible.
- **Career Exploration** - To explore academic and career choices and opportunities informed by self-assessment.
SLOs = Student Learning Outcomes (Tasks):

At the completion of this course, Learning Framework’s students should be able to:

- **Critical Thinking** - To construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts and strategies learned in the course.
- **Communications** - To use critical thinking to develop and interpret ideas and express different perspectives through written, oral, or visual communications.
- **Career Exploration** - To explore academic and career choices and opportunities informed by self-assessment.

Exams, Assignments, Means of Assessment of Course Learning Outcomes

Your final grade will be assessed by using the following assignments:

- Pre-Test Survey—Bonus
- Attendance/Participation in class and online
- Journal Entries—method of documenting attendance and participation which cannot be made-up
- Quizzes/Class Activities—method of documenting attendance and participation which cannot be made-up
- Uploads: The Application of Theories
- Career Exploration Assignment
- Group Presentation
- “In Class” and On Line Exercises/Activities
- Homework Assignments that include Uploads and Presentations
- Goals Paper
- 3 Exams and
- Comprehensive Final Exam

Evaluation Procedures

The student’s final grade is calculated on a straight point system (i.e. The number of points earned divided by the number of possible points to equal the student’s final grade).

- Attendance/Class Participation both Face-to-Face and On-line is vital for success. **YOUR perspective is IMPORTANT!**
- Quizzes, Class Activities and Journal entries cannot be made up
- Homework/Assignments/Activities worth varying points. **Homework assignments** will be given in class as the instructor deems appropriate. There will be no make-ups.
- There will be no make-up work of quizzes, homework, journal entries, blogs, activities or assignments. Due dates are firm.

<table>
<thead>
<tr>
<th>Bonus points</th>
<th>Assignments</th>
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</table>
| 200 points   | Attendance - Attendance/Class Participation is vital for success.  
              - Attendance will be documented by administration of quizzes, journals, uploads, blogs and class activities  
              - These assignments cannot be made-up |
| 100 points   | Career Exploration Assignment |
| 100          | Goals Paper |
| 100          | Homework Assignments that include Uploads |
| 300          | Three Chapter Exams  
              100 points each |
| 100  | Family Presentation |
| 100  | Final Exam/Post Test  
This test is a culmination, i.e. accumulative |
| 1000 Total Possible Points | Grade Calculations  
Your total points divided by the total possible points  
\[
X / 1000 = \text{Your Grade}
\]  
NOTE: If the number of graded artifacts increases, then your total possible points will increase as well. |

**Grading Scale--Total Points---about 1000**  
Pre-Test/Survey  
A = 90% \(\uparrow\) of the total possible points  
B = 80-89% of the total possible points  
C = 70-79% of the total possible points  
D = 60-69% of the total possible points  
*Note: F = 59% \(\downarrow\) of the total possible points |

**Exams and Assignments**  
Long term assignments and missed exams may be completed late at the discretion of the instructor with documentation of absence. In Class Activities cannot be completed if missed. |

**Instructor’s Rights:**  
This syllabus is intended as a set of tentative guidelines for Psyc 1300 / Educ 1300. I, The Instructor of Record, reserve the right to modify at any time, through verbal or written communication, this syllabus, class instruction, class schedule, class content, and the requirements as seen necessary to promote the best education possible. It is the student’s sole responsibility for contacting the instructor and other students for any information pertaining to this class whenever he or she (the student) is absent. |

**Technology Statement:**  
Technology: Assignments are DUE as outlined in the course calendar/ecampus. Waiting until the last minute can be problematic as issues may arise with computers. **Experiencing technological difficulties or not having access to a computer are not acceptable reasons for missing assignment deadlines.** Students should plan in advance to complete assignments utilizing resources available to them; for example, a local library or the Eastfield College library and computer lab. |

** Discipline/ Course/ Department/Policies/Instructor Expectations**  
- Each chapter MUST be read before the assigned due date for that chapter. This will ensure a rich and knowledgeable class discussion.  
- Homework and classroom assignments and pop quizzes may be given at the discretion of the instructor.  
- There will be no make-up assignments for any missed classes, homework or exams, except at the discretion of the instructor.  
- No ringing cell phones. Do not verbally answer or engage in conversation on the cell phone during class.  
- Students will always respect each other and their differences in opinion.  
- See Eastfield College’s discipline, policy, and procedures manual for all others rules or guidelines.
INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion". Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA/ACCESS Office at (972) 860-8348 or visit the Bldg at Eastfield College. It is the policy of EFC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ADA/ACCESS Office.

DCCCD OIE Faculty Syllabi Statement- FALL 2016
The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:
If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Officess or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices
Brookhaven 972-860-4673
Cedar Valley 972-860-8119
Eastfield 972-860-8348
El Centro 214-860-2411
Mountain View 214-860-8677
North Lake 972-273-3165
Richland 972-238-6180

A Note on Harassment, Discrimination and Sexual Misconduct
We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.
We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.
DROP POLICY
If you are unable to complete this course, you must officially withdraw by meeting the withdrawal deadline (see the top portion, of the second page, of the syllabus). Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.

FINANCIAL AID STATEMENT
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at http://www.fafsa.ed.gov.

COUNSELING SERVICES
Counseling services for personal issues are provided to all students currently enrolled at Eastfield College. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-860-7371 or visit the C-building.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.
Family Educational Rights and Privacy Act of 1974 (FERPA)
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of study and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

DCCCD Emergency Operating Procedures
http://video.dcccd.edu/rtv/DO/emergency_dccc.wmv

**Tutoring is Discipline Specific. Please See Each Department for Tutoring Specifics:**
The Academic Skills Centers provides individual and group tutoring to students who are enrolled in courses at Eastfield College. All of the services provided are at no extra expense to the students. Some of the services provided are tutoring, review sessions, study groups, and supplemental instruction.

**Math Spot:**
An Academic Skills Center Program (C201)
- All levels of math
- Statistics
- Accounting
- Economics
- Study Skills
- Other subjects (Criminal Justice, etc)

**The Link:**
A Language & Learning Lab (Library L200)
- English/Writing
- Languages
- Reading
- Study Skills

**Science Corner:**
An Academic Skills Center Program (2nd floor mezzanine area of the (S)cience Building)
- All Sciences

**TRiO Tutoring Services:**
Helping students develop positive attitudes and confidence in their ability to learn. (C237)
- Funding for the Trio/SSS program is provided by the U.S. Department of Education.
- Application to Trio/SSS program is required.
**CRITICAL THINKING** –
To construct a personal learning system appropriate to academic tasks via analyzing and evaluating theories, concepts and strategies learned in the course.

<table>
<thead>
<tr>
<th>OBJECTIVES:</th>
<th>EVALUATIONS:</th>
<th>CORE COMPETENCY:</th>
</tr>
</thead>
</table>
| The objectives of this assignment is for students to demonstrate:  
  - Their ability to create a theory-supported approach to successfully accomplishing one or more given tasks. | Each student’s product or outcome will be evaluated by the instructor of record.  
  Each student’s product or outcome will be evaluated based on the student’s ability to effectively communicate, his or her theory-supported approach to successfully accomplishing one or more given tasks.  
  The instructor will assign a grade from 0-100. | *Critical Thinking* - To construct a personal learning system appropriate to academic tasks by analyzing and evaluating theories, concepts, and strategies learned in the course.  
  **CCIC**  
  - READING  
  - SPEAKING  
  - COMPUTER LITERACY |

**INFORMATION LITERACY PROJECT** -
Students will use a variety of library tools and resources to find, analyze, and evaluate empirical data in relation to the specified topic.

<table>
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<tr>
<th>OBJECTIVES:</th>
<th>EVALUATIONS:</th>
<th>CORE COMPETENCY:</th>
</tr>
</thead>
</table>
| The objectives of this assignment is for students to demonstrate:  
  - Their ability to present themselves publicly through electronic means.  
  - Their ability to think and perform within the six levels of thinking using Bloom’s Taxonomy.  
  - Their ability to process their thoughts in writing. | Each student’s product or outcome will be evaluated by the instructor of record.  
  Each student’s product or outcome will be evaluated based on the student’s ability to effectively demonstrate the objectives listed to the left.  
  The instructor will assign a grade from 0-100. | *Information Literacy & Empirical and Quantitative Skills* - To use a variety of library tools and resources to find, analyze, and evaluate empirical data in relation to the need.  
  **CCIC**  
  - CRITICAL THINKING  
  - READING  
  - WRITING  
  - SPEAKING  
  - COMPUTER LITERACY |

**CAREER EXPLORATION PROJECT** -
1. Students will receive a lecture on goal setting and a set of instructions on grading rubrics  
2. Afterwards the students

<table>
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<tr>
<th>OBJECTIVES:</th>
<th>EVALUATIONS:</th>
<th>CORE COMPETENCY:</th>
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</table>
| The objectives of this assignment is for students to demonstrate:  
  - Their ability to set goals using the DAPPS rule  
  - Their ability to use an assignment rubric  
  - Their ability to process their | Each student’s project will be evaluated for their ability to effectively communicate complete sentences and logical thoughts, based on their set goals.  
  The instructor will assign a grade from 0-100. | *Career Exploration* - To explore academic and career choices and opportunities informed by self-assessment.  
  **CCIC**  
  - READING  
  - SPEAKING  
  - COMPUTER LITERACY |
### IN-CLASS DEBATE

The instructor assigns specific research topics on current events for students to vote for. Teams will be split up to argue either for or against the question at issue.

### OBJECTIVES:

The objectives of this assignment are for students to:
- Show their creative intelligence
- Utilize their deductive and inductive reasoning skills
- To apply good listening and communication skills
- Conduct, comprehend, analyze, and apply research
- Demonstrate their ability to think and perform at 5 of the six levels using Bloom’s Taxonomy: Knowledge, Comprehension, Application, Analysis, & Evaluation
- Demonstrate their ability to work as a team

### EVALUATIONS:

Each of the teams will be judged on their ability to meet the objectives listed to the left. They will be evaluated by the teacher and a guest, if available. The instructor will assign a grade from 0-100.

### CORE COMPETENCY:

- **Teamwork** - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Communications** - To use critical thinking to develop and interpret ideas and express different perspectives through written, oral, or visual communications.

### Texas State Core Objectives/Skills

EDUC/PSYC 1300 introduce and explore the following Six Core Objectives defined by the Texas Higher Education Coordinating Board.

#### Critical Thinking Core Skill

To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

#### Communication Core Skill

To include effective development, interpretation and expression of ideas, through written, oral, and visual communications.

### CCIC:

- READING
- WRITING
- LISTENING
- CRITICAL THINKING
- SPEAKING
<table>
<thead>
<tr>
<th>Empirical &amp; Quantitative Core Skill</th>
<th>To include the manipulation and analysis of numerical data of observable facts resulting in informed conclusions.</th>
</tr>
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<tbody>
<tr>
<td>Teamwork Core Skill</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Social Responsibility Core Skill</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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<tr>
<td>Personal Responsibility Core Skill</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
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</table>

**Core Curriculum Intellectual Competencies**

This course reinforces all of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by EDUC/PSYC 1300 are as follows:

- **READING:** Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.
- **WRITING:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
- **LISTENING:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **CRITICAL THINKING:** Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.
- **COMPUTER LITERACY:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.
- **SPEAKING:** Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience.
### Calendar/Outline Spring 2017

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics Face- To – Face MW</th>
<th>Date</th>
<th>Topics Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03/20</td>
<td>Introductions</td>
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<td></td>
<td></td>
<td>Class Overview &amp; Syllabus</td>
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<td></td>
<td></td>
<td>Course Content &amp;</td>
<td>03/21</td>
<td>Learning Framework</td>
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<tr>
<td></td>
<td></td>
<td>Expectations</td>
<td></td>
<td>Chapter 0</td>
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<td></td>
<td></td>
<td>Required Materials</td>
<td></td>
<td>Chapter 0</td>
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<tr>
<td></td>
<td></td>
<td>Family Groups</td>
<td></td>
<td>What is the story of your name?</td>
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<td></td>
<td>Emergency Video</td>
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<tr>
<td>1</td>
<td>03/22</td>
<td><strong>Learning Framework</strong></td>
<td>03/23</td>
<td>Chapter 0</td>
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<td></td>
<td></td>
<td><strong>Chapter 0</strong></td>
<td></td>
<td>Certification/Census date 03/25/2017</td>
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<tr>
<td></td>
<td></td>
<td><strong>Pre Test</strong></td>
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<tr>
<td>2</td>
<td>03/27</td>
<td><strong>Chapter 0</strong></td>
<td>03/28</td>
<td><strong>Chapter 0</strong></td>
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<tr>
<td>2</td>
<td>03/29</td>
<td><strong>Chapter 0 and 1</strong></td>
<td>03/30</td>
<td><strong>Chapter 1</strong></td>
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<tr>
<td>3</td>
<td>04/03</td>
<td><strong>Chapter 2</strong></td>
<td>04/04</td>
<td><strong>Chapter 2</strong></td>
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<tr>
<td>3</td>
<td>04/05</td>
<td><strong>Test 1- chapters: 0, 1, 2</strong></td>
<td>04/06</td>
<td><strong>Chapter 3</strong></td>
</tr>
<tr>
<td>4</td>
<td>04/10</td>
<td><strong>Chapter 3</strong></td>
<td>04/11</td>
<td><strong>Chapter 3</strong></td>
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<tr>
<td>4</td>
<td>04/12</td>
<td><strong>Chapter 4</strong></td>
<td>04/13</td>
<td><strong>Chapter 4</strong></td>
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<tr>
<td>5</td>
<td>04/17</td>
<td><strong>Chapter 5</strong></td>
<td>04/18</td>
<td><strong>Chapter 5</strong></td>
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<td>Test 2- chapters: 3, 4, 5</td>
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<tr>
<td>5</td>
<td>04/19</td>
<td><strong>Chapter 6</strong></td>
<td>04/20</td>
<td><strong>Chapter 6</strong></td>
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<tr>
<td>6</td>
<td>04/24</td>
<td><strong>Chapter 7</strong></td>
<td>04/25</td>
<td><strong>Chapter 8</strong></td>
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<td></td>
<td>Emotional Intelligence/Reducing Stress/Creating Flow</td>
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<tr>
<td>6</td>
<td>04/26</td>
<td><strong>Chapter 9</strong></td>
<td>04/27</td>
<td>Presentation Planning/Preparation</td>
</tr>
<tr>
<td></td>
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<td>Test 3- chapters: 6, 7, 8</td>
<td></td>
<td>Drop/Withdraw Date 04/29/2017</td>
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<tr>
<td>7</td>
<td>05/01</td>
<td><strong>Group Presentations</strong></td>
<td>05/02</td>
<td><strong>Review</strong></td>
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<tr>
<td>7</td>
<td>05/03</td>
<td><strong>Group Presentations</strong></td>
<td>05/04</td>
<td><strong>Review</strong></td>
</tr>
<tr>
<td>8</td>
<td>05/08</td>
<td><strong>Post- Test/ Final Exam</strong></td>
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<td></td>
<td><strong>Comprehensive</strong></td>
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