



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/18/09

1. ACADEMIC UNIT: College of Teacher Education and Leadership

2. COURSE PROPOSED: TEL 315 Child and Adolescent Development 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Dr. Adam Kay Phone: 602-543-9826
Mail Code: 3151 E-Mail: adam.g.kay@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [x]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

Two major assignments throughout the semester meet the criteria for literacy and critical inquiry. A substantial section of the course is problem-based. In small groups students will attempt to solve real classroom problems that bear on child and adolescent development topics throughout the semester. Students will construct reports (literature reviews of existing research and evidence-based action plans) to give to the teachers. At the end of each problem students will make short presentations to the class. While this is a group-based assignment, students are responsible for researching and evaluating their own sub-topics.

In addition to this, students will conduct a study on any area of children's cognitive development. They will construct a research question, select data collection methods to answer their question, collect data using 2 methods, analyze data, compare findings to research (4-5 sources) and write up the results of your study in an 8-10 page paper.



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CROSS-LISTED COURSES: No Yes; Please identify courses: _____

Is this amultisection course?: No Yes; Is it governed by a common syllabus? y _____

Jane M Williams

Chair/Director (Print or Type)

Date: 2/20/09

Jane M Williams, Ph.D.
Assistant Division Director

Chair/Director (Signature)

Division of Teacher Preparation

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	See below and see syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also:			
Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	See below and see syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also:			
Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	See below and see syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also:			
Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".			
C-3			

ASU - [L] CRITERIA		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p> <p>See below and see syllabus</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>		
<p>C-4</p>		

Course Prefix	Number	Title	Designation
TEL	315	Child and Adolescent Development	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	65% of a student's final grade is determined by performance in writing projects and oral presentations	See allotment of 130 points to working group reports (80) and cognitive development project (50) in individual project descriptions
C2	Both assignments require literature reviews of research evidence. The cognitive development project requires students to collect and analyse their own data	See sections titled Working Group Reports and Cognitive Development Project
C3 & C4	C3 Two assignments meet the criteria of "at least two assignments" C4 A Working Group Report is completed four times throughout the semester (to allow for practice and improvement). The second assignment (cognitive development project) is handed in in pieces and students are allowed opportunities to revise.	See sections titled Working Group Reports and Cognitive Development Project

TEL 315: Child and Adolescent Development in Education
College of Teacher Education and Leadership
Arizona State University
Fall, 2008

Dates of classes: Tuesday, Thursday
 Instructor: Adam Kay
 Email: adam.g.kay@asu.edu
 Work Phone: (602) 543-9826
 Office Hours: Tuesdays 12-2 or by appointment
 Office Location: FAB S263

IT IS YOUR RESPONSIBILITY TO READ THE SYLLABUS THOROUGHLY and ask for clarification. *Feel free to express any concerns, disagreements, etc that you may have regarding this syllabus.*

Catalog Description

This course will offer insight into the fundamental domains of child and adolescent development (physical, cognitive, and social-emotional) and key theories of developmental change and learning through topics, projects, and readings that are relevant to educational professionals who are preparing to work in school settings. The application of developmental perspectives to educational problems is at the heart of this course.

Student Learning Outcomes

The state of Arizona has implemented Professional Teaching Standards for PreK-12 teachers. This course utilizes these standards in identifying course goals/objectives, course instructional activities, assigning course requirements, and creating assessments. The following outline identifies how these standards are incorporated in this course. Visit the following Web site for detailed listings of standards:

Arizona Professional Teacher Standards (APTS):

<http://www.ade.state.az.us/certification/downloads/Teacherstandards.pdf>

Course Objectives and Evaluation		
Objective	Arizona Teacher Standard	Evaluation
Describe major theoretical perspectives, research findings, and current issues in development.	APTS 1.4;1.8	Working Group Reports Research Project
Apply key developmental concepts to teacher professional and personal development	APTS 1.4;1.8 and 8.3	Working Group Reports Research Project
Apply appropriate educational principles and practices to student learning and development generated from theory and research	APTS 1.4; 1.8	Working Group Reports Research Project
Evaluate specific teaching and human relations strategies in terms of developmental appropriateness	APTS 2.1; 2.2; 2.4; 2.5; 2.8	Working Group Reports Research Project
Analyze the influence of various systems, especially culture, family, and school, on children's development	APTS 1.4; 1.8	Working Group Reports Research Project
Demonstrate the ability to conduct a systematic observation of child behavior	APTS 8.3	Working Group Reports Research Project
Demonstrate effective communication skills with children, parents, and colleagues	APTS 2.5; 2.8; 5.4; 5.5, 8.3; 8.6	Working Group Reports Research Project Class Participation
Describe strategies for helping children adjust to current social problems	APTS 2.1; 2.2; 2.4; 2.5; 2.8	Working Group Reports Research Project

Course Format

The course format is a combination of in-class lecture, and collaborative activity.

Required Texts and Materials

No Textbook is used for this course. Required readings are posted on Blackboard. The signature assignment (the cognitive development project described below) will need to be uploaded to TK20 at the end of the semester.

1. REQUIRED COURSE SUBSCRIPTION

Tk20 CampusTools is a comprehensive online data management system that enables you to participate and manage your academic activities in this class, throughout your college experience and beyond. The cost of subscribing to Tk20 is a **one-time only, non-refundable subscription of \$103**. You can purchase the program online at <http://ctel.asu.edu/tk20>. You may also purchase a Tk20 Student Access Kit from the ASU Bookstore, which may have a higher price, although purchasing there will allow you to receive requisite compensation from financial aid, if eligible.

For more information, visit <http://ctel.asu.edu/tk20>.

2. ASU Blackboard Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

3. I have reserved laptop carts for the semester. However, I recommend that if you have a laptop, you bring it to class.

4. This course will also use Google Docs extensively. Please ensure that you have a Google Docs account (you should have one linked to your MyAsu page).

Course Assignments

Assignment	Points	APT Standard/Course objective
Classroom Problems	10	
Working Group Report 1	20	APTS 1.4;1.8, 2.1; 2.2; 2.4; 2.5; 2.8, 8.3, 8.6
WG Report 2	20	APTS 1.4;1.8, 2.1; 2.2; 2.4; 2.5; 2.8, 8.3, 8.6
WG Report 3	20	APTS 1.4;1.8, 2.1; 2.2; 2.4; 2.5; 2.8, 8.3, 8.6
WG Report 4	20	APTS 1.4;1.8, 2.1; 2.2; 2.4; 2.5; 2.8, 8.3, 8.6
Cognitive Development Project	50	APTS 1.4;1.8, 2.1; 2.2; 2.4; 2.5; 2.8, 8.3, 8.6
Working Group Participation 1	10	APTS 5.4; 5.5
WG Participation 2	10	APTS 5.4; 5.5
WG Participation 3	10	APTS 5.4; 5.5
WG Participation 4	10	APTS 5.4; 5.5
Class Participation	20	APTS 5.4; 5.5
Total Points	200	

C3
#1

Working Group Reports (4x20=80 points)

C1

Problem 1: Problem-based Learning

Problem 2: TBD

Problem 3: TBD

Problem 4: TBD

C4

A substantial section of the course is problem-based. We will lead off with one practice problem (posted on Blackboard). The three remaining problems (real-life challenges, dilemmas, or concerns) will be provided by actual teachers throughout Arizona (your placement teachers). Early in the course you will interview your placement teachers and construct (with their consultation) a short summary of a classroom challenge he or she is facing. It is our task as a class to attempt to solve these problems throughout the semester. In small groups we will construct reports to give to the teachers and at the end of each problem we will make short presentations to the class.

The report will require both individual and group contributions. Each problem will contain a number of subtopics (e.g. To suggest a solution to a reading achievement problem that a teacher is facing a team might want to know about the research conducted on 1) classroom-based reading interventions 2) children's development of various reading skills 3) home-school connections in reading patterns etc.) Each member will select a subtopic and review the research in the subtopic (as it might relate to the larger problem). Each individual review should reference at least 3 articles comprehensively. The reviews should emphasize researchers' reasons / evidence for their findings, claims, or arguments. As such at least one of the selected articles should be EMPIRICAL STUDIES. As a whole, the group will then coordinate the various reviews into the Report and conclude with a well-reasoned, evidence-based solution or action plan for the teacher.

C2

This report will be presented to the class and sent digitally to the teacher. I will evaluate both the individual contributions to the report and the group product as a whole. Fellow students will evaluate the group presentation. The group members will evaluate team member contributions. Lastly, but most importantly, the classroom teacher will evaluate the potential utility of the proposed action plan. Please consult the template and rubric for more information.

C3
#2

Cognitive Development Project (50 points)

C1

Introduction and Methods Due: 9/30

Participants, Data Summary, Findings Sections Due: 11/6

From Theory to Practice, Conclusions Sections of Paper Due 12/2

Final paper due 12/12

C4

You will conduct a study on any area of children's cognitive development. You will ask a question, select data collection methods to answer your question, collect data using 2 methods, analyze data, compare findings to research (4-5 sources), determine how your findings might be used by classroom teachers, and write up the results of your study in an 8-10 page paper. You may do this individually or as a pair. If done as a pair, you will both receive the same score. Consider this before you begin!

C2

The design of this class is intended to scaffold you towards the successful completion of this project. Reading the articles will help you to consider the types of research questions that are asked, the ways in which data can be collected to answer those questions. Your reflections as they relate to your field placement will alert you to potential topics and help you to become a more careful observer (one potential form of data collection). The Working Group Report should act as a comprehensive introduction to the types of skills required to plan and carry out a research project.

This is a Signature Assignment. Your final submission needs to be posted on TK20.

Participation (60 points)

Working Group Participation (40 points: 10 points for each group problem).

This grade will be given by your group members

Class Participation (20 points)

If you work on your cognitive development project individually, this grade will be given by me. If you work with a partner, this grade will be a combination of your partner's assessment and my assessment of your participation.

Participation in a collaborative learning community puts more responsibility and agency upon students to create and foster their own ideal learning situations and needs. As such, participation in this light emphasizes contributions to the learning community: learning through dialogue, reflection and argument (with each other), collective problem-solving, and to engage in self and collective accountability for learning. In practical terms this means being considerate, courteous, and respectful of others and their opinions. Other general professional attitudes and behaviors include paying attention in class, active participation in class activities, attendance, and punctuality. Inattentiveness, unnecessary distractions, small private conversations, non-constructive comments, and lack of interest in class activities are all signs of non-professionalism in this class. We all have a responsibility to our classroom community (and to our own successful learning experience) to hold each other to these same professional standards.

Grading Scale

A	180-200 points
B	160-179 points
C	140-159 points
D	120 -139 points
E	119 - below

No plus or minus grades will be given in this course.

Course Policies

- **Professional Behavior**

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may complete a Professional Improvement Plan (PIP) for the student.

- **Attendance and Participation**

You have three excused absences over the course of the semester. **USE THEM WISELY.** Every additional absence will cost 10 points! If I am teaching multiple sections of the course, I will often allow you to substitute another equivalent section for no penalty. It is your responsibility to consult with me on this (and not just show up to another section). If you miss a class, or if you join another section, you may still be assigned to a group (and/or assigned tasks within that group) in that class. It is your responsibility to find out a) which group you are in and b) how you can contribute to what that group was working on during the class you missed (**YOU ARE STILL A RESPONSIBLE MEMBER OF YOUR GROUP!**) I am responsible for taking attendance at the beginning of each class. If a student comes in late and misses attendance, then it becomes the **STUDENT'S** responsibility to discuss this **IN PERSON** with the instructor immediately after class or at the beginning of the next class if a mistake is found. **DO NOT SEND AN EMAIL** and expect the absence to be changed.

- **Late and Missing Assignments**

Under rare circumstances late assignments may be accepted by the instructor. In order to receive credit for a late assignment, the proposed extension needs to be discussed with and confirmed by the instructor **prior** to the assignment deadline. **Late assignments that do not follow this protocol will be treated as missing and will be given a zero. Do not forget this!** It is the student's responsibility to ensure that the instructor has received their assignment on time.

- **Academic Integrity/Plagiarism**

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Provost and Academic Affairs and from the deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following url:
<http://www.asu.edu/studentlife/judicial/integrity.html>.

- **Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is your responsibility to make the first contact with the DRC.

- **Religious Accommodations for Students**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

- **Military Personnel Statement**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see:
<http://www.asu.edu/aad/manuals/ses/ses201-18.html>

- **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

- **Grade Appeals**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at:

<http://westcgi.west.asu.edu/acadaffairs/curriculum/catalog.cfm/>

- **Cell Phone Policy**

The faculty members in the College of Education understand that students have busy lives with multiple professional and personal obligations. These obligations have resulted in a sharp increase in the use of cell phones and other communication devices. In this course, all cell phones and/or communication devices are to be turned off or placed on vibrate during class. Should an emergency occur that requires use of the cell phone or communication device, quietly exit the classroom completely before responding to the call.

- **Lap Top Use Policy**

Lap Tops are highly useful classroom tools. Lap Top use is encouraged, but for class purposes only. Students who use their Lap Top for other purposes (unrelated web-searches, e-mail, etc.) will lose the privilege of bringing their Lap Top to class.

- **Electronic Communication**

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/sta/sta104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

- **Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes for any given semester. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>

Tentative Course Schedule:

TEL 315: CHILD AND ADOLESCENT DEVELOPMENT FOR EDUCATORS TENTATIVE COURSE SCHEDULE: Spring 2008, Tuesday/Thursday Sections			
WEEK	DATE	TOPIC	READING/ ASSIGNMENT DUE
Week 1	8/26	Introduction to Course	
	8/28	Problem 1: Under what conditions is problem-based learning most effective as an instructional strategy?	Shaffer & Gee, 2005
Week 2	9/2	Problem 1 (cont.)	Article 1
	9/4	Problem 1 (cont.)	Article 2
Week 3	9/9	Problem 1 (cont.)	Article 3
	9/11	Problem 1 (cont.)	Due: Teacher interviews / Classroom Problems
Week 4	9/16	Presentations, Problem 1	Due: Report 1
	9/18	Overview of Cognitive Development Projects: research questions and methods	Read 2 samples of previous cognitive development projects
Week 5	9/23	Library research class	Have research questions ready for class
	9/25	Problem 2	
Week 6	9/30	Problem 2 (cont.)	Article 1 Due: Introduction and Methods
	10/2	Problem 2 (cont.)	Article 2
Week 7	10/7	Problem 2 (cont.)	Article 3
	10/9	Problem 2 (cont.)	Data
Week 8	10/14	Presentation Problem 2	Due: Report 2
	10/16	Cog Dev: Data summaries, Findings	

WEEK	DATE	TOPIC	READING/ ASSIGNMENT DUE
Week 10	10/21	Problem 3	
	10/23	Problem 3 (cont.)	Article 1
Week 11	10/28	Online Class	Article 2
	10/30	Problem 3 (cont.)	Article 3
Week 12	11/4	Problem 3 (cont.)	Data
	11/6	Presentations, Problem 3	Due: Report 3
Week 13	11/11	<i>No Class: Veterans Day</i>	
	11/13	From Theory to Practice, Conclusions	Due: Participants, Data Summary, Findings sections of cog. Dev project
Week 14	11/18	Problem 4	
	11/20	Problem 4 (cont.)	Article 1
Week 15	11/25	Online Class	Article 2
	11/27	<i>No Class: Thanksgiving</i>	
Week 16	12/2	Problem 4 (cont.)	Article 3 From Theory to Practice, Conclusions Sections of Paper Due
	12/4	Problem 4 (cont.)	Data
Week 17	12/9	Presentations, Problem 4	Due: Report 4
Due Dec. 12: Cog. Development Projects, Course Reflections			