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2020

### EDEL:250 Elementary Teaching in CLD Settings

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*University of Northern Colorado*

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**Course Number: EDEL 250 002**

**Course Title: Elementary Teaching in CLD Settings (3 credits)**

**Co-Requisites/Pre-requisites: EDEL 101**

**Instructor: Brian Rose**

**Email: [brian.rose@unco.edu](mailto:brian.rose@unco.edu)**

**Contact Phone: 970-351-4408**

**Office Hours: MWF 1-2pm (via email), and by appointment**

**Format: Online with synchronous, small group meetings on every other Tuesday and Thursday  
between 12:30am-1:45pm**

**Room: N/A**

**A. Course Description**

This course is designed to provide students an understanding of and to develop positive dispositions toward the wide variety of students who enroll in U.S. elementary schools. This course will help teacher candidates to more completely understand the various ways in which diversity manifests itself in the classroom and to identify the strengths of all of their students regardless of their or their students' backgrounds. This course provides an introduction to multicultural education, standards-based instruction and lesson planning, the legal responsibilities of teachers in the U.S., and content instruction as it pertains to diverse learners. The course also includes a service-learning project, through which students will be able to implement various instructional strategies and assessment techniques, as well as interact closely with diverse populations in various contexts.

**B. Prerequisites**

EDEL 101

**C. Relationship of this course to the knowledge base**

This course is designed for students seeking initial elementary licensure within UNC's elementary education program. The course provides introductory content and experiences that focus on working with the various diverse student populations attending U.S. schools. This course provides greater contextualization for all remaining coursework in the elementary education program.

**D. Course Goals/Learning Objectives**

1. Understand the historical and political perspectives that guide the teaching and learning of CLD student populations.
2. Understand the social and cultural theories of language use and acquisition.
3. Develop strategies teacher candidates can employ to identify the cultural and linguistic strengths of all students.
4. Develop instructional strategies appropriate for presenting both language and content within specific lessons.
5. Understand language variation, bilingualism, and discourse patterns of school and CLD communities.

6. Be able to develop standards-based instruction with a focus on specific state and national educational standards and lesson planning.
7. Be able to work with diverse populations using select assessment and instructional strategies.

#### E. Related Standards

**Teacher Quality Standards:** (5.0) standards: 5.01(1); 5.01(2); 5.01(3); 5.02(1); 5.02(2); 5.02(3); 5.02(4); 5.03(1); 5.03(4); 5.03(6); 5.04(1); 5.04(3); 5.04(4)

**Colorado Standards for K-6:** 4.02(1)(c); 4.02(1)(d); 4.02(2)(a); 4.02(2)(b); 4.02(2)(c); 4.02(2)(d); 4.02(3)(a); 4.02(4)(c); 4.02(4)(d); 4.02(5)(a); 4.02(5)(c-g); 4.02(6)(a)(i); 4.02(6)(b)(i); 4.02(6)(b)(ii); 4.02(6)(c)(i); 4.02(8)(e); 4.02(8)(f); 4.02(9)(b); 4.02(9)(c); 4.02(10)(f); 4.02(10)(h); 4.02(11)(d); 4.02(11)(e)

#### F. Content of course content

1. Historical and political background that defines the roles and responsibilities of teachers;
2. The role of culture and language in the teaching and learning of all students
  - a. Areas of language (e.g., reading, writing, speaking, listening) and components of literacy (phonological awareness, phonics, vocabulary, fluency, comprehension)
  - b. Aural, Oral, visual literacy processes
3. Standards-based instruction and planning:
  - a. Standards - Teacher Quality Standards, CAS, WIDA/CELP
  - b. Research practices - SBRR
  - c. Colorado Literacy Framework
    - i. Purposeful, Systematic, Direct, Explicit Instruction
4. School partnerships with communities and community literacy practices;
5. Instructional approaches to language, literacy, and content area learning and their integration;
6. Approaches to equitable assessment of diverse students.

#### G. Course Requirements & Course Policies

**All assignments requiring a paper submission (lesson plans, reflections, etc.) are to be submitted on Canvas. All required materials for these assignments will also be on Canvas.**

1. **Attendance and Participation (10 pts.):** Attend ALL assigned synchronous class sessions on time and read to participate. There are seven (7) synchronous meetings, each scheduled for 30 minutes. During these meetings, we will discuss the specific week's material and any other items that have come up since the previous meeting. Please be punctual! Bring your readings and other essential course materials to every synchronous session. A deduction of .5pts will be recorded for every missed meeting. This grade is also predicated upon your timely completion of each aspect of the course. You are expected to complete every Module/Quiz/Assignment. A deduction of .5pts will be recorded for every missing or week-old late assignment. Also, conduct yourselves professionally according to this code:

2.
  - Respect each person, treat one another with dignity and encourage one another to participate.
  - Focus on learning.
  - Come to meetings prepared and with a positive and energetic attitude.
  - Be prompt to all course meetings and attend every class session in full.
  - Participate appropriately. Activities or interruptions such as side conversations, working on class assignments, or other activities during class such as sleeping, gossiping, demonstrating a negative attitude, using cell phones, etc. are unacceptable.
  - Communicate with me about course or program concerns.
  
3. **Weekly Assignments (15 assignments x 10 points each)** In addition to any synchronous meeting, each week will also include an assignment related to the content of the week. These assignments will vary in format (e.g., discussion contribution, journal entry, written summary/response, quiz, etc.). Each of these assignments is weighted the same – 10 points each.
  
4. **Teaching in Diverse Classrooms Presentation and Responses (25 pts.):** Small groups of students (3-4 students) will develop and submit a theoretically grounded, evidence-based approach to instruction that accommodates for various culturally diverse groups. Submitted materials from each group focuses on a particular type of diversity: ELL, bilingual, dialect, sexual orientation, culture, social class, ethnicity, race, etc. For each Group presentation not your own, you will submit a single written response on Canvas. Examples response prompts will be provided.
  
5. **Three quizzes (30 points each)** These quizzes will cover the material from each of the three (3) parts of the course. They will be presented in essay format and submitted on Canvas.
  
6. **My Cultural Examination (25 points)** This assignment asks you identify your own cultural strengths and practices. This written response should be between 2-5 pages in length and reference specifically the material covered in this course.

#### H. Grading criteria

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
Etc.	

Below 60% = F

**\*\*Late Work policy:** Assignments can earn full credit only when submitted by due date or an arranged date due to excused absence; partial credit is available for late assignments (a deduction

of 10% for each day late). No credit will be given to assignments turned in more than one week past the due date. You must arrange any make-up work with me. I will not remind you.

### I. Required Readings/Texts

There is no text book for this class. We will be utilizing Open Education Resources (OER) for our work in this course.

## **BIBLIOGRAPHY**

See Canvas for updated bibliography

### J. University Policies

#### **Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center)

#### **Title IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or

<http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or [http://www.unco.edu/cebs/psych\\_clinic](http://www.unco.edu/cebs/psych_clinic)

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct). Students may also contact OIEC at 970-351-4899 or email [titleix@unco.edu](mailto:titleix@unco.edu).

### **Additional Syllabus Statements**

The recommended syllabus statements promote inclusive practices and provide resource information for UNC students.

#### **Academic Integrity**

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

#### **Attendance**

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, this instructor should not require doctors' notes to determine whether or not to excuse an absence.

#### **COVID-19 (new for fall 2020)**

Due to the current global pandemic, the fall 2020 semester will be unlike any other that the University has experienced. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website:

<https://www.unco.edu/return-to-campus/> for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom. Additionally, members of the university community are expected to follow physical or social distancing requirements by keeping at least 6 feet from others, covering their coughs, and practicing good hand hygiene.

Persons who fail to adhere to these requirements will be reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources.

It is important that all members of the university community work together to do all we can to keep our community safe.

### **Equity and Inclusion**

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

### **Food Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at [dos@unco.edu](mailto:dos@unco.edu) or via phone at 970-351-2001.

### **Land Acknowledgment**

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land.

Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

### **Community Engaged Learning**

This course qualifies for the community engaged learning (CEL) designation as outlined by the Office of Engagement at the University of Northern Colorado. See <http://www.unco.edu/community-civic-engagement/> for more about the UNC Office of Engagement. The CEL designation identifies three specific student outcomes (SLO). See <http://www.unco.edu/community-civic-engagement/pdf/engaged-slos.pdf> for more on the specific student learning outcomes.

This course addresses the SLOs for this designation in these ways:

*Academic & Professional Agency* – The field component of this course works in concert with the coursework the teacher candidates will engage. More specifically, the candidates teach elementary-aged children, presenting the literacy content of the course within an after-school program in a local school. This praxis is instrumental to their academic and professional development.

*Social & Ecological Justice* – To address this outcome, this course allows teacher candidates to join in the effort to educate school-aged children. The perspectives brought to this experience, through the coursework, help the candidates develop various access point to literacy, geared specifically for the small group each candidate works with.

*Engaged Citizenship & Civic Responsibility* – Specifically, teacher candidates will develop a wider repertoire in teaching school children. At the same time, the literacy instruction this course provides children can develop reading comprehension and increase motivation to read.

Course: EDEL 250 – Elementary teaching in CLD settings	Professional Standards Addressed		
Learning Objectives	Teacher Quality	Colorado 4.02 Standards	Assignments to support objective
Understand the historical and political perspectives that guide the teaching and learning of CLD student populations.	5.02(1) 5.02(2) 5.02(3) 5.02(4)	4.02(2)(a); 4.02(2)(b); 4.02(2)(c); 4.02(3)(a);	Course Readings Synchronous meetings Weekly assignments Quizzes
Understand the social and cultural theories of language use and acquisition.	5.01(3) 5.02(3) 5.03(1)	4.02(2)(a); 4.02(2)(b); 4.02(2)(c); 4.02(3)(a);	Course Readings Synchronous meetings Weekly Assignments Teaching in Diverse Settings assignment Quizzes
Develop strategies teacher candidates can employ to identify the cultural and linguistic strengths of all students.	5.01(3) 5.02(2) 5.02(3) 5.02(4) 5.03(1) 5.03(4)	4.02(1)(c); 4.02(2)(a); 4.02(2)(b); 4.02(2)(c); 4.02(9)(b); 4.02(9)(c);	Synchronous meetings Weekly Assignments Teaching in Diverse Settings assignment My Cultural Examination Quizzes
Develop instructional strategies appropriate for presenting both	5.01(1) 5.01(2) 5.01(3)	4.02(1)(c); 4.02(2)(b);	Synchronous meetings Weekly Assignments Teaching in Diverse Settings assignment

language and content within specific lessons.	5.03(4)	4.02(9)(b); 4.02(9)(c);	My Cultural Examination
Understand language variation, bilingualism, and discourse patterns of school and CLD communities.	5.01(3) 5.02(2) 5.02(3) 5.02(4)	4.02(5)(a); 4.02(5)(c-g); 4.02(6)(a)(i); 4.02(6)(b)(i); 4.02(6)(b)(ii); 4.02(6)(c)(i); 4.02(8)(e); 4.02(8)(f); 4.02(10)(f); 4.02(10)(h); 4.02(11)(d) 4.02(11)(e)	Course Readings Synchronous meetings Weekly Assignments Quizzes
Be able to develop standards-based instruction with a focus on specific state and national educational standards and lesson planning.	5.01(1) 5.01(2) 5.01(3)	4.02(1)(c); 4.02(2)(b); 4.02(4)(c); 4.02(4)(d); 4.02(9)(b); 4.02(9)(c);	Synchronous meetings Weekly Assignments Teaching in Diverse Settings assignment Quizzes
Be able to work with diverse populations using select assessment and instructional strategies.	5.03(4) 5.03(6) 5.04(1) 5.04(3) 5.04(4)	4.02(1)(c); 4.02(1)(d); 4.02(2)(b); 4.02(2)(c); 4.02(2)(d); 4.02(4)(c); 4.02(4)(d); 4.02(9)(b); 4.02(9)(c);	Weekly Assignments Teaching in Diverse Settings assignment

## 4.02(5)(a)

understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; syntactic (sentence level) processing; discourse (connected text level) processing.

## 4.02(5)(c)

define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).

## 4.02(5)(d)

know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word recognition; spelling; reading fluency; reading comprehension; and written expression.

## 4.02(5)(e)

understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing.

4.02(5)(f)

know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

4.02(5)(g)

know reasonable goals and expectations for learners at various stages of reading and writing development.

4.02(6)(a)(i)

identify, pronounce, classify and compare the consonant and vowel phonemes of English.

4.02(6)(b)(i)

understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (romance) and Greek.

4.02(6)(b)(ii)

define grapheme as a functional correspondence unit or representation of a phoneme.

4.02(6)(c)(i)

identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.

4.02(8)(e)

understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary.

4.02(8)(f)

understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.

4.02(9)(b)

understanding principles of explicit and direct teaching; model, lead, give guided practice and review.

4.02(9)(c)

stating the rationale for multisensory and multimodal techniques.

4.02(10)(f)

understanding techniques to enhance a student's motivation to read.

4.02(10)(h)

understand the relationship between accuracy and reading fluency.

4.02(11)(d)

understanding that word knowledge is multifaceted.

4.02(11)(e)

understanding the sources of wide differences in students' vocabularies.

## Tentative Course Schedule

Week/Class Topic:	Topic	Tuesday	Thursday
<b>Part 1 – Historical view of cultural and linguistic diversity in the US</b>			
<b>Week 1: Aug. 25 &amp; 27</b>	What is Culture <i>Introduction to Sociology 2e – Chpt. 3 - Culture</i>	Zoom Meeting Group 1 Zoom Meeting Group 2	Zoom Meeting Group 3 Zoom Meeting Group 4  Week 1 assignment - read Chpt. 3
<b>Week 2: Sept. 1 &amp; 3</b>	An Historical View <i>ELL Guidebook Chpt. 2</i>		Week 2 assignment
<b>Week 3: Sept. 8 &amp; 10</b>	Current perspectives <i>Equity and ESSA</i>	Zoom Meeting Group 1 Zoom Meeting Group 2	Zoom Meeting Group 3 Zoom Meeting Group 4  Week 3 assignment
<b>Week 4: Sept. 15 &amp; 17</b>	History of the English language – <a href="https://www.oercommons.org/courseware/lesson/67704">https://www.oercommons.org/courseware/lesson/67704</a>		Week 4 assignment
<b>Week 5: Sept. 22 &amp; 24</b>	ELLs and Language learning <i>CO ELL Guidebook Chpt. 1</i>	Zoom Meeting Group 1 Zoom Meeting Group 2	Zoom Meeting Group 3 Zoom Meeting Group 4  Week 5 assignment  Quiz #1 – Available on Sept. 24/Due Oct. 1
<b>Part 2 – Instructional approaches</b>			
<b>Week 6: Sept. 29 &amp; Oct. 1</b>	Current instructional focus on CO <i>The READ Act</i> <a href="https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q3/p06/#content">https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q3/p06/#content</a>	Group 1 presentation	Group 2 presentation  Week 6 assignment
<b>Week 7: Oct. 6 &amp; 8</b>	Multicultural Ed. Sonia Nieto lecture	Zoom Meeting Group 1 Zoom Meeting Group 2	Zoom Meeting Group 3 Zoom Meeting Group 4  Week 7 assignment
<b>Week 8: Oct. 13 &amp; 15</b>	Culturally responsive/relevant pedagogy Jenny Muniz 50-State Survey	Group 3 presentation	Group 4 presentation  Week 8 assignment
<b>Week 9: Oct. 20 &amp; 22</b>	Funds of knowledge	Zoom Meeting Group 1 Zoom Meeting Group 2	Zoom Meeting Group 3 Zoom Meeting Group 4  Week 9 assignment
<b>Week 10: Oct. 27 &amp; Oct. 29</b>	Caring <a href="http://community.worldheritage.org/articles/eng/Nel_Noddings">http://community.worldheritage.org/articles/eng/Nel_Noddings</a>	Group 5 presentation	Group 6 presentation  Quiz #2 – Available on Oct. 29/Due Nov. 5  Week 10 assignment
<b>Part 3 – Specific student experiences</b>			
<b>Week 11: Nov. 3 &amp; 5</b>	Cultural Competence <a href="https://www.oercommons.org/courseware/module/25874/student/?task=1">https://www.oercommons.org/courseware/module/25874/student/?task=1</a>	Zoom Meeting Group 1 Zoom Meeting Group 2	Zoom Meeting Group 3 Zoom Meeting Group 4  Week 11 assignment
<b>Week 12: Nov. 10 &amp; 12</b>	Lived Experiences 1 A Place to Call Home Pt. 1 & 2	Group 7 presentation	Group 8 presentation  Week 12 assignment

<b>Week/Class Topic:</b>	<b>Topic</b>	<b>Tuesday</b>	<b>Thursday</b>
<b>Week 13: Nov. 17 &amp; 19</b>	Lived Experiences 2 A Place to Call Home Pt. 3	Zoom Meeting Group 1 Zoom Meeting Group 2	Zoom Meeting Group 3 Zoom Meeting Group 4  Week 13 assignment
<b>Week 14: Nov. 24 &amp; 26 Thanksgiving Holiday</b>	Cultural Vignette 4 TBD	Group 9 presentation	Group 10 presentation  Week 14 assignment
<b>Week 15: Dec. 1 &amp; 3</b>	Cultural Vignette 5 TBD		Quiz #3 – Available on Dec. 3/Due Dec. 10  Week 15 assignment
<b>Week 16: Finals Week</b>			