Term:
Section:
Credit hours:
Campus:
Room:
Time:
Instructor:
Office:
Email:
Phone: Office - ###-###-####  Cell - ###-###-####
Office hours:

Course Description:
EDUC 471 STUDENT TEACHING SEMINAR
This seminar, required for all students seeking initial teacher certification, provides an opportunity for students to share and reflect on their student teaching experiences. Students will complete the exit Missouri Pre-Service Teacher Assessment (MoPTA) or the Missouri Librarian Performance Assessment (MoLPA) in conjunction with this course. Prerequisite: EDUC 401. Co-requisite: Concurrent student teaching placement at level(s) appropriate to the area(s) of certification being sought. This course will not be accepted in transfer from another institution and cannot be taken through Directed Study. The fee for the MoPTA (or MoLPA) is assessed in conjunction with this course.

Prerequisites:
EDUC 401

Co-requisite:
Concurrent student teaching placement at level(s) appropriate to the area(s) of certification being sought.

Required Texts:

Recommended Text:
This is an APA Tutorial (audio and video) that was created by Harvard University, and it is FREE!.

IMPORTANT DATES:
Education Job Fair
Certification Celebration:

University Policies:
All students are responsible for the knowledge of and compliance with all university policies as stated in the university catalog, graduate bulletin, and student handbook including but not limited to grade appeal, computer use, copyright laws, and academic honesty and integrity.

Attendance: Attendance is mandatory for every exercise of a course in which a student is enrolled. For students eligible for financial assistance, documented attendance is necessary before the initial disbursement of
funds to their student accounts. Documented attendance in online classes will be determined by the completion of weekly class assignments. Students failing to complete any required assignments in an online class during a given week may be counted as absent for that week. Absence from class prevents a student from receiving the full benefit of the course, and often detracts from the learning process for other students in the class. Unless an absence is unavoidable, an absence may result in lower grades due to missed examinations, assignments, exercises, and the failure to enter into the classroom learning process. Unavoidable absences that qualify as excused absences, such as debilitating illness/injury, university-sanctioned events, and personal emergencies, are defined in the university catalog.

In the case of an unavoidable (excused) absence, a student may make up missed examinations and assignments. It is the student’s responsibility to make arrangements with the instructor to complete missed work in a timely fashion. Students are responsible for turning work in on time, even if the student has an excused absence. Assignments turned in after two class periods may not receive credit. In all other cases of absence, instructors are not required to allow students to make up the missed work. Instructors may establish additional guidelines for their courses as long as they are in accordance with division and official university attendance policies. After two weeks of absences, students who incur any unexcused absences may have their final grades lowered commensurately, which may include failure of the course. If students believe they have received a course grade that is not reflective of the quality of their work, or their class attendance, they should refer to the MBU Grade Appeal Policy in the MBU Undergraduate Catalog or the MBU Graduate Bulletin.

**Diversity:** Missouri Baptist University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person. Missouri Baptist University affirms that an important part of the integration of faith and learning is the recognition that all people are created in the image of God and worthy of respect and dignity. We seek to ensure that all students have full access to the educational, social, and spiritual growth opportunities that the University provides to ensure that students understand and appreciate one of the University’s core values which is “social change through service and leadership.”

Through its curricula and classroom experiences, the university seeks to develop and nurture diversity because it strengthens the organization, promotes creative problem solving, and enriches us all.

The goal is to present materials and activities that are respectful of diverse groups including, but not limited to, race, gender, color, national or ethnic origin, age, qualified disability, military service, learning differences, or socioeconomic status.

**Special Needs Access:** Missouri Baptist University, in accordance with the Americans with Disabilities Act of 1990, will provide reasonable accommodations for eligible students with disabilities (e.g. attention, health, hearing, learning, mobility, physical, psychiatric, or vision). If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Special Needs Access Office for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the Special Needs Access Office and the faculty.

The Special Needs Access Office is located on the main campus in Field Academic Hall – Room 117. Special Needs Access Coordinator, can be reached at 314-681-3278.

**Student Use of Email:** In accordance with Missouri Baptist University (MBU) policy, every student is required to have and to maintain an official MBU e-mail address. Some students may elect to forward their e-mail to an address different from their official MBU email account. Any student who elects to forward MBU e-mail to a different e-mail address assumes full responsibility for reading e-mail at the forwarded location. Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least twice a week.
EDUC 471 MASTER SYLLABUS

Credit Hour Policy:
Missouri Baptist University requires this policy to be practiced by all faculty, full-time and part-time. All definitions and standards apply equally to courses offered both on and off campus.

The federally-approved regulation for a credit hour has been defined in two ways:

§ 600.2(1): The credit hour value of a standard or more traditional course must be calculated as follows: A clock hour of instructional time is the equivalent of (a) 50 minutes of class time or (b) 60 minutes of independent-study work or some measures of clinical time; and (2) a minimum of two hours of out-of-class work is expected for every hour (50 minutes) of instructional time.

§ 600.2(2): If the credit hour value for an academic activity (including but not limited to “laboratory work, internships, practica, and studio work”) cannot be calculated using the information cited in § 600.2(1) (above), that academic activity can be found to have met the federal definition by documenting that it involves “at least an equivalent amount of work” as the criteria cited in § 600.2(1).

For example 1 credit hour equals 45 clock hours, 2 credit hours equal 90 clock hours, credit hours equal 135 clock hours, 4 credit hours equals 180 clock hours.

MBU Policy Concerning Clery Act and Title IX
Missouri Baptist University (“Missouri Baptist” or “the University”) does not discriminate on the basis of sex in its educational programs and sexual harassment and sexual violence are types of sex discrimination. Other acts can also be forms of sex-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence, and stalking. As a result, the University issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs, and procedures that address sexual assault, domestic violence, dating violence, and stalking, whether the incident occurs on or off campus and when it is reported to a University official. In this context, the University prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the university community.

Details of this policy can be found at www.mobap.edu/ASFSR

Academic Success Center - Writing Lab
In the Writing Lab, we believe you are a writer, and we treat your work as meaningful scholarship. Meet one-on-one with a writing coach to have a conversation about your writing at any part of your writing process and from any discipline.

Improve as a scholar, learner, and writer by receiving feedback on brainstorming, organization, critical thinking, grammar and formatting choices, or anything related to your writing assignment! We have a writing-as-thinking approach and will give you different perspectives on your writing to apply to your writing process.

How to Make a Writing Lab Appointment (Main Campus Students)
The Writing Lab now accepts walk-ins, but we encourage you to make an appointment to guarantee a time slot. Appointments can be scheduled for 30 minutes or 1 hour. Visit http://mobap.mywconline.com/ to schedule an appointment online. You can also call 314-392-2364, e-mail writing@mobap.edu, or stop by the ASC in FLD 117/119.
MBU Online Writing Lab (Regional Learning Center and Distance Learning Students)
If you are a distance learning or extension site student, you are welcome to schedule a face-to-face appointment, but you also have the opportunity to submit your paper online to receive feedback from a writing coach.

Your essay does not have to be complete to send to the Writing Lab. We will respond to paper ideas, paragraphs, half of a draft, or a full draft.

Visit https://www.mobap.edu/student-life/support-services/success/writing-lab/ and submit your paper by using the online submission form. Depending on your paper’s length and the availability of our writing coaches, your paper may take up to 72 hours (or 3 business days) to return to you with feedback. You will receive an email with your paper attached as a Word document. Additional questions should be directed to writing@mobap.edu or (314) 392-2364.

Additional Writing Lab services include workshops, The Portable Writing Lab in the Perk on Fridays from 1 - 3 p.m., and The Writing Space at http://thembuwritingspace.wordpress.com/.

Please contact the Writing Lab for additional information on our resources and hours.

**Instructor Specific Policies:** *(Use as needed for your course)*

**Attendance Policy:**
Students are expected to attend class, participate and complete work assignments in order to successfully complete this course. Late assignments will be granted only partial credit unless there are circumstances beyond the student’s control. Make-up tests will only be given if the absence is from participation in an MBU school function or a documented illness. If a student must miss a class session, the student is expected to make up the course work. Excessive absences will result in a drop in your grade. “Excessive” is defined by the instructor as missing more than 10% of classes at any given point in the course; for each 5 percentage points over 10%, the student will receive a further full letter grade drop in his or her final grade. A student who misses more than 25% of the course will not pass. A student who misses class is expected to read the assigned readings, complete homework prior to class, and be prepared to discuss key information, as well as to notify the instructor regarding the absence. Please note that tardiness and leaving class early will be pro-rated toward the total attendance, in 15 minute increments. For example, a student who is 10 minutes late to class will be debited a sixth of an absence. Questions about this policy should be directed to the instructor. Please also note that University policy requires that attendance be taken and turned in to University officials for each class, including late arrivals and early departures.

**Tardiness:**
Two tardy marks will count as one hour of missed class. If a student is late more than once for no valid reason, **points will be deducted** from the student’s exam grade for each time he/she is late. You are responsible (even if you miss lecture) for all assignments, announcements, and course changes that are made.

**Academic Honesty and Integrity:**
**TURNITIN:** Major assignments are submitted through Turnitin. By submitting your assignments, you agree to have Turnitin software check the originality and intellectual integrity of your work. You acknowledge and understand that upon submission, your paper will be added to the Missouri Baptist University database and compared against a global database of submitted papers. You further recognize that the determination of academic dishonesty rests with the instructor of this course and that plagiarism will be dealt with according to the policy set forth in the MBU Student Handbook.
**Technology and Cell Phones:**
The use of recording devices, lap top computers (unless used to take notes), cell phones, MP3 players, and any other form of electronic communication devices is not tolerated in the classroom. Failure to respect this policy will result in points taken away from class participation for the first offense; subsequent offenses will be referred to the Vice President of Student Development for disciplinary action. Texting in class **IS NOT PERMITTED:** students may be required to leave their cell phones at the door if this policy is violated. Please note that this policy also applies to Internet surfing during class time. Checking scores of the ball game, e-mail, news, traffic, weather, flight schedules, YouTube, etc. **IS NOT** acceptable; it is rude and disrespectful, and it will not be tolerated. If you are at all tempted to utilize the wireless technology in the classroom for non-class activities, you are advised to leave your computer in its case.

**Canvas:**
Students are required to utilize Canvas throughout the semester. Lecture notes, assignments and announcements will placed on Canvas, and it is your responsibility to check this medium frequently to ensure that you do not miss an assignment or a discussion. Make sure that your email address is correct on Canvas as this is one of the methods that will be utilized to communicate. Assignments should be sent through Canvas or e-mailed directly to the Instructor.

**Classroom Decorum:**
Appropriate behavior is expected in the classroom. Sleeping, excessive talking, excessive absences and disrespect of the teacher and/or your fellow students are not acceptable behaviors. Please also refer to the section on Technology and Cell Phones above. **In addition, the instructor requests that all hats be removed in the classroom.** In accordance with the MBU Student Handbook, a student may be asked to leave the classroom and be referred to the Vice President of Student Development before being allowed to return to class for egregious or continual violations of this policy.

**Testing:**
Students are required to take all exams and test. If an emergency situation arises and a student cannot take a test on the date specified, the student must make arrangements with the instructor and MBU Testing Center to take the test at another time, as agreed upon by the instructor. Points **may** be deducted as a result of taking an exam late. (Allowance for test administration is at the discretion of the instructor.)

**Changes in Syllabus:**
The instructor reserves the right to modify this syllabus and activity schedule at any time. Such changes will be announced during class meetings and/or on Canvas. You are responsible for updating your syllabus and making sure that it’s accurate.

**Make-Up Policy:**
Notify your instructor BEFORE you miss class especially a test. You all have my cell phone and can text me. If you are sick, text BEFORE you miss class or a test. If you will be out of town, text or email BEFORE you miss class. Students participating in a university-sponsored event should hand in assignments or take tests BEFORE departure for school-sanctioned events unless prior arrangements are secured with Dr. Wilcox. In the event of illness or other unavoidable occurrences, students with documented (i.e. doctor’s note), EXCUSED absences are allowed 1 week from the missed test/assignment to make up any missed work. It is the responsibility of the student to notify the instructor in the event of an absence and to secure IN WRITING documentation of illness or other and to make arrangements to complete missed work. When possible, exams should be taken BEFORE departure for events. Failure to notify instructor of an anticipated absence may result in NO credit for assignments or tests or in the administration of an oral or essay make up exam. It is up to the discretion of the instructor to provide make up exams that differ from the original exam in fairness to the other students in the class. Additionally, make-up exams may be essay or oral.
Course Communication:
It is the student’s responsibility to have a working e-mail address in Canvas. Assignments, important deadlines and other class-related information will be posted on Canvas. It is the responsibility of the student to routinely check Canvas. Failure to do so may cause confusion or other problems that are beyond the professor’s control.

If you need to request an exemption or explain a situation to the professor, please use email or Canvas. Due to the number of students dealt with on a daily basis, the professor cannot be responsible for verbal agreements that are not confirmed in writing. Also, it is wise to keep copies of all communication with the professor so that if there is a misunderstanding you have documentation of the agreed arrangement.

Course Policies:

Missouri Standards for Professional Educators (MoSPE):

1. **Content knowledge and perspectives aligned with appropriate instruction:** The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

2. **Understanding and Encouraging Student Learning, Growth and Development:** The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

3. **Implementing the Curriculum:** The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

4. **Teaching for critical thinking:** The teacher uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources.

5. **Creating a positive classroom learning environment:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

6. **Utilizing Effective Communication:** The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom. Makes effective use of technology and media communication tools.

7. **Use of Student Assessment Data to Analyze and Modify Instruction:** The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

8. **Professional Practice:** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

9. **Professional Collaboration:** The teacher has effective working relationships with students, parents, school colleagues, and community members.

Course goal:
The goal of Student Teaching Seminar will be to guide and support the student teacher during the student teaching experience and assist students in the preparation of the Missouri Pre-Service Teacher Assessment (MoPTA) or Missouri Librarian Performance Assessment (MoLPA).
Course objectives:
The candidate will:
1. Complete the four tasks of the Missouri Pre-Service Teacher Assessment (or three tasks of the Missouri Librarian Performance Assessment) required of student teachers during their teaching assignment.
2. Develop readiness for classroom teaching.
3. Share and reflect on student teaching experiences both in written and oral communication formats.
4. Complete the Professional Competency Profile and submit to MBU.

SUBJECT COMPETENCIES: By the end of this course, the student will have had opportunities to expand their knowledge/understanding and demonstrate their skill level of competency by reflective journaling, and dialoging in small groups/entire class setting. Guest speakers may be used to enhance the student’s knowledge and skills in the following areas:
1. Classroom organization
2. Developing effective video recordings
3. Development and learning
4. Addressing diverse learners in the classroom and the school
5. Lesson planning and presentation
6. Student management functions
7. Teacher-student, teacher-parent, teacher-teacher, and teacher community relationships
8. Effective teacher characteristics
9. Developing strong instructional strategies and activities
10. Motivation
11. Contemporary issues
12. Analyzing data for instructional planning
13. Analytical, Descriptive and Reflective Writing
14. Understanding Demographic Data
15. Collaboration and cooperative partnerships

Course Assignments, Projects, or Activities:
(Also see tentative schedule at end of syllabus)
Course will meet 5 to 8 times during the semester, as determined by instructor.

Week 1: Explain syllabus, e-library, DESE website for demographic data and tasks for Mo-PTA
   Students sign on to e-library
   Discuss tasks for MoPTA/MoLPA, Work on Task 1.
   Discuss chapters 1, 11, & 36 in text

Week 2: Continue work on Task 1.
   Discuss chapters 21, 30, & 32
   Peer Editing and sharing of ideas

Week 3: Work on Tasks 2 and 3
   Discuss chapters 19, 26, & 28

Week 4: Continue developing Tasks 2 and 3
Individual assistance from instructor available, final preparation for submission of Tasks 2 and 3

Week 5: Work on Task 4, How to Make a Video, Implementing Technology
   Discuss chapter 34

Week 6: Continue work on Task 4, Reviewing Non-Video Task 4 requirements as necessary
Week 7: Students may work with instructor individually and prepare to upload the final task. Class time may be set by appointment per instructor. Complete Professional Competency Profile and submit.

Week 8: Certification Celebration

Additional class times or personal assistance may be available at the instructor’s discretion and will be announced when needed.

**Additional Class Requirements**

1. Pre-service teacher will read the required texts and prepare for class discussions.

2. Pre-service teacher seminar members will use their knowledge and skill to assist students in student teaching.

3. Pre-service teacher will attend final class session and share student teaching and MoPTA/MoLPA experiences and other requirements as deemed necessary by classroom instructor.

4. Pre-service teachers will complete Missouri Preservice Teacher Assessment or Missouri Librarian Performance Assessment and submit for grading. Students will upload and submit this assessment following the task submission calendar provided by ETS and the Missouri Department of Secondary and Elementary Education.

5. Pre-service teacher will complete the Professional Competency Profile.

**Learning Outcome Assessment Criteria**

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<th>Category</th>
<th>Points</th>
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<td>Participation</td>
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<td>Attendance</td>
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<tr>
<td>Timely Submission of Required Tasks</td>
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<tr>
<td>Professional Competency Profile</td>
<td>100</td>
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<td><strong>Total</strong></td>
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**Grading Scale:**

- 93-100%  A
- 85-92%   B
- 75-84%   C
- 65-74%   D
- 0-64%    F
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<th>Object</th>
<th>Exemplary Performance</th>
<th>Above Average Performance</th>
<th>Average Performance</th>
<th>Below Average Performance</th>
<th>Low Performance</th>
<th>Earned Points</th>
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<td>STRUCTURE</td>
<td>5 points</td>
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<td>Clear beginning, development, and conclusion; appropriate paragraphing; clear and appropriate transitions; correct usage of APA headings to provide the outline of the paper.</td>
<td>Generally clear beginning, development, and conclusion; adequate paragraphing; generally clear transitions</td>
<td>Adequate beginning, development, and conclusion; adequate paragraphing; adequate transitions</td>
<td>Weak beginning, development, and conclusion; weak paragraphing; weak transitions</td>
<td>Serious and persistent errors in organizational structure/paragraphing</td>
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<td>CONTENTS</td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
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<td>Appropriate length to cover topic; clearly and coherently focused (including a good sense of audience); thoughts are clearly organized; logical and clear progression; assertions clearly supported/illustrated; writing shows originality and substance; writing shows substance and is publishable. Writing consistently matches styles and diction to the subject matter and audience.</td>
<td>Appropriate length to cover topic; clearly and coherently focused with sufficient sense of audience; thoughts generally organized; generally logical and clear; assertions generally supported/illustrated; generally shows originality and substance. Writing frequently matches styles and diction to the subject matter and audience.</td>
<td>Adequate length to cover topic; adequately focused (including some sense of audience); thoughts adequately organized and presented; assertions adequately supported and or illustrated; limited substance or creativity. Writing shows consideration for matching styles and diction to the subject matter and audience.</td>
<td>Not adequate length to cover topic; weakly focused (little sense of audience); thoughts not clearly organized; unclear progression; assertions weakly supported and or illustrated. Writing seldom shows matching of styles and diction to the subject matter and audience.</td>
<td>Does not cover the topic; weakly focused (little sense of audience); disorganized. Minimal evidence of matching styles and diction to the subject matter and audience.</td>
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<td>MECANICS</td>
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<td>APA STYLE</td>
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<td>Reference page included and in correct format; appropriate use of quotations; appropriately cited sources; appropriate number of resources; appropriate resources for thesis</td>
<td>Reference page included and mostly in correct format; quotations generally used correctly; sources are generally cited correctly; appropriate number of resources; mostly appropriate resources for thesis</td>
<td>Adequate reference page; citations; adequate but limited # of resources; adequate but limited choice of resources</td>
<td>Significant errors in reference page, citations, choice of resources; not adequate resources</td>
<td>No reference page and/or numerous format errors; sources not cited or incorrectly cited; few and inappropriate resources</td>
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**SCORE**
Bibliography


Tentative Class Schedule/Calendar:
*******SUBJECT TO CHANGE********

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Note: The instructor reserves the right to make minor changes to the syllabus at any time during the semester. In case a change is made, an announcement regarding the change will be made during class hour.