San José State University  
Department of Psychology  
Psyc 150, Educational Psychology, Section 1, Fall 2019

Course and Contact Information

Instructor: Patrick F. Cravalho, PhD

Office Location: Dudley Moorhead Hall, Room 319

Email: patrick.cravalho@sjsu.edu

Office Hours: Tuesday & Thursday, 11:15am-12:30pm, or by appointment.

Class Days/Time: Tuesday & Thursday, 3:00-4:15pm

Classroom: Dudley Moorhead Hall, Room 355

Prerequisites: Psyc 001 General Psychology (No credit for those who have taken EDSC 173.)

Course Description
Development of individuals and how they learn. Intelligence, emotions, interests, and social relations as related to development and learning.

Course Goal
The goal of this course is to provide you with experiences framed by the teacher perspective. We will also consider the perspective of students, parents/guardians, administrators, and educational psychologists as applicable to the meaningful use of the educational psychology knowledge you will acquire.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO 1 – Display knowledge of the psychological concepts and theories relevant to help all students learn.

CLO 2 – Describe, verbally and in writing, various concepts within the field of educational psychology.

CLO 3 – Create a presentation and display pedagogical knowledge and skills to others.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements, the following are expected…

1. **PLO1 – Knowledge Base of Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

   **Psyc 150 meets this PLO**

2. **PLO2 – Research Methods in Psychology** – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. **PLO3 – Critical Thinking Skills in Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes. **Psyc 150 meets this PLO**

4. **PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. **Psyc 150 meets this PLO**

5. **PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. **Psyc 150 meets this PLO**

**Materials**

**Required Textbook**


**Other equipment / material requirements**

1. Computer, Internet, and SJSU library access.
2. Microsoft Word, Excel, and PowerPoint software. SJSU students can download Microsoft Office (which includes Word, Excel, and PowerPoint) for free (see [http://itsdev2.sjsu.edu/services/software/microsoft-students/index.html#instructions](http://itsdev2.sjsu.edu/services/software/microsoft-students/index.html#instructions)).

**Library Liaison**

Christa Bailey ([christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)). Libguide: [http://libguides.sjsu.edu/psychology](http://libguides.sjsu.edu/psychology).

**Office Hours**

Please do your best to contact me before you come to see me during office hours. This will require you to generate a specific agenda and/or questions to guide your office hours visit. Unless I have been contacted by a student letting me know that they plan to visit during my office hours, I may leave my office during office hours.

**Email Communication**

All email communications need to be addressed to my sjsu.edu address (listed above) and include “Psyc 150” in the subject line. **DO NOT email me through Canvas as I will not reply.** As a rule of thumb, write separate emails for communicating separate topics, rather than writing about multiple topics under one email subject line, to avoid me missing any important information that you wish to convey.

**Checking Canvas regularly**

I regularly post announcements and materials via our course Canvas page, so you need to regularly check our Psyc 150 course Canvas page.

**Checking your SJSU email regularly**

If I need to contact you or send you feedback on an assignment, but I have not received any prior email communication from another one of your email accounts, I will contact you via your SJSU email account. Therefore, you need to regularly check your SJSU email.
Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S16-9.

Exams

There will be four exams, worth a total of 126 points. All exams will include multiple-choice questions, will be worth 30-32 points, and will be taken in class. Exam 1 will cover Metacognition/Self-Regulated Learning and chapters 7 and 8. Exam 2 will cover chapters 4, 10, and 11. Exam 3 will cover chapters 1, 13, and 14. Exam 4 will cover chapters 2, 9, and 6. You are not allowed to use a pen on the exam, so please bring pencils to each exam. I will provide answer sheets for each exam (no scantrons needed). There is no comprehensive midterm or final exam.

Study Guides and Exam Reviews

A study guide will be available for each exam beginning about a week before the exam date. We will review every exam during the class period following the exam.

Make-up Exams

If you are not present for an exam, or if you arrive more than 15 minutes late to an exam, you will receive 0 points for that exam. If you have a legitimate reason for missing the exam or arriving substantially late to the exam, a makeup exam may be permitted. However, you will need to contact me as soon as you can before the exam is scheduled to alert me that you will miss the exam and let me know your legitimate reason for missing the exam. You will also need to present written documentation verifying the legitimate reason, so that we can schedule the makeup exam as quickly as possible. All make-up exams must be completed before the corresponding exam review session following the exam you missed.

Mini-lesson Presentation Assignments

You will teach a brief lesson on a topic of your choosing. First you will write a brief outline of the plan for your lesson. Later you will complete a brief in-class presentation to teach your mini-lesson to the class. We will discuss these assignments in detail in class, including an example lesson plan and mini-lesson. I will provide you with feedback on your topic, lesson plan, and presentation draft. Be sure to check your SJSU email as I will send your feedback to that email if I have not received any prior email communications from your other email accounts. There are four assignments associated with the mini-lesson that are worth a total of 50 points. You must turn in your topic (3 points) via an email to my SJSU account. You must turn in your mini-lesson plan (11 points) as a Microsoft Word document via an email to my SJSU account. You must turn in your mini-lesson presentation rough draft (including rough drafts of any handouts you plan to use for the lesson; 9 points) and mini-lesson presentation final draft (including final drafts of any handouts you plan to use for the lesson; 27 points) as Microsoft PowerPoint files via separate emails to my SJSU account. Finally, you must attend ALL of the final mini-lesson presentations (you may NOT leave after you present) to fill out anonymous evaluations of your peers (final in-class assignments). If I see you using a device (e.g., laptop, phone, iPod) during the final mini-lesson presentations, I will subtract a point from your peer evaluation point total for that day. You are NOT allowed to change your mini-lesson topic without asking the professor for permission, if you do points will be subtracted from your grades on the mini-lesson assignments. I will NOT accept any other format than the ones I have specified above for your submissions of the mini-lesson assignments. If you submit an
assignment in any other format than the ones I have specified above, I will ask you to resubmit the assignment in the correct format and will automatically subtract a point from your point total on that assignment.

**Late Mini-lesson Assignment Submission Policy**

For each 24-hour period that you submit an assignment after the due date/time, I will automatically subtract 50% off of your grade. No assignment will be accepted 48 hours after the due date/time. If you fail to turn in your lesson plan or your mini-lesson presentation rough draft within the parameters outlined in the “Mini-lesson Presentation Assignments” and the “Late Mini-lesson Assignment Submission Policy” sections of this syllabus, you will not be allowed to teach a mini-lesson and will receive a 0 on your mini-lesson presentation final draft.

**In-class Assignments**

You will complete twelve in-class assignments, worth a total of 24 points (2 points each). You will only receive credit for an in-class assignment if you attend the class when we complete that assignment and submit your work on the assignment before the end of the class.

**In-class Assignment Make-up Policy**

If you have a legitimate reason for missing an in-class assignment, you may be permitted to make up the in-class assignment. However, you will need to contact me before you will miss the class, let me know your legitimate reason for missing the class, and provide documentation verifying the legitimate reason you missed class. If you miss a class due to an unanticipated reason, contact me as soon as you can to explain your reason for missing and to provide documentation of why. If you don’t contact me at least 24 hours after the assignment took place, you will not be allowed a make-up, regardless of whether you have a legitimate excuse for missing the class.

**Extra Credit Opportunities**

A total of eight extra credit points may be added to your final point total if you take advantage of the following opportunities. This is a substantial amount, but the points must be earned and are being made available to encourage specific behaviors.

The first opportunity will be to earn four points for turning in ALL the mini-lesson assignments early. Specifically, you must submit each assignment two days before it is due. For example, the mini-lesson presentation rough draft is due on 11/10 at 11:59pm, so you must turn it in before 11:59pm on 11/8 for it to count as submitting the presentation draft two days early. This opportunity is meant to encourage you to complete assignments early rather than procrastinate in completing your assignments.

The second opportunity will be to earn four points for downloading and completely filling out each study guide and emailing me a copy of your study guide two days before the exam is taken. For example, Exam 1 is scheduled for 9/10, so you must turn in the Exam 1 study guide before 11:59pm on 9/8 for it to count as submitting the study guide two days early. You may email your study guide as a typed in Word doc, a PDF scan of a written-on study guide, or pictures of your written-on study guide. This opportunity is meant to encourage you to use the study guides in preparing for each exam and to begin studying a week or so ahead of each exam rather than cramming the night before the exam.
Extra Credit from Exam Reviews

During exam reviews, if an error with the exam that is the professor’s fault and caused students to give an incorrect answer is discovered, I will give everyone attending the review an extra credit point. Those who do not attend the exam review are not entitled to receive extra credit from the reviews.

Grading Policy

Your grade will be based on the total amount of points (200 possible points) you receive from exams (126 possible points), mini-lesson assignments (50 possible points), and in-class assignments (24 possible points). Below is a breakdown of the amount of points needed to earn the specified letter grades. (NOTE: Individual exam and assignment totals may change over the course of the semester causing a change in the available total point total.) All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

200+ = A+ (100%)  
185-199 = A  (~93-99%)  
179-184 = A-  (~90-92%)

175-178 = B+  (~88-89%)  
165-174 = B  (~83-87%)  
159-164 = B-  (~80-82%)

155-158 = C+  (~78-79%)  
145-154 = C  (~73-77%)  
139-144 = C-  (~70-72%)  
Less than 117 = F

135-138 = D+  (~68-69%)  
125-134 = D  (~63-67%)  
120-124 = D-  (~60-62%)  
(~59% or less)

NOTE: I will NOT provide any student with an informal grade check at any point of the semester. The only grade checks to be provided are those accompanying official SJSU forms (e.g., athletics, Greek life, probation).

Diversity Statement

As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of all students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

Student Athletes

If you are a student athlete, please inform me at the beginning of the semester of any team obligations. If there are any conflicts between your obligations and class participation/assignment, we may need to figure out alternative arrangements for you to participate or complete an assignment.

Classroom Protocol

It is vital that you complete all scheduled readings and assignments before each class and university policy F69-24 (http://www.sjsu.edu/senate/docs/F69-24.pdf) states that students should attend all meetings of their classes. Arrive to class on time. Arriving late disrupts other students and interferes with continuity of the lectures and class activities. If for any reason you cannot avoid being late, please enter the class through the least noticeable door and take a seat quietly. Do not come in late and start a conversation to catch up on information you missed or expect information you missed to be repeated. Leaving early is equally disruptive; please be considerate. Do not carry on conversations during class. Do not sleep during class. Do not work on any other course material during class, including studying or reading for other classes. Be polite and respectful to your classmates.

Classroom participation is expected. Therefore, phones, laptops, tablets, music players, etc. are not allowed to be used during class (i.e., all devices should be put away and set to not make any noise) so that one stays
focused on class discussion. **DO NOT TEXT DURING LECTURE;** you may be asked to leave for the remainder of the lecture. This rule is not only so you will not distract yourself, but also so you will not distract anyone else. Food and drinks are permitted during class, but you must be sure that your space is clean when you leave the classroom. If you miss a class, you are responsible for contacting me or another student to inquire about the information you missed from that class. I will remind the class to put away their laptops, phones, etc. before every class period.

**Laptops**

In-class laptop use is allowed ONLY by permission of the instructor. If you have a legitimate reason (i.e., Accessible Education Center accommodations) to use a laptop for note-taking you must talk to the professor first to get permission to use your laptop. Students allowed to use laptops will be asked to sit in the back or the side of the classroom. Allowed laptop use will be restricted to note-taking. One shall never connect to the internet and use class time to check email, visit social networking sites, surf the web, work on other coursework, and so forth. If you are given permission to use your laptop and seen engaging in any other activity other than note-taking, your laptop privileges will be revoked for the remainder of the semester.

**Links to University Policies**

**General Expectations, Rights and Responsibilities of the Student**

Students are encouraged to familiarize themselves with SJSU’s policies and practices via University Policy S90–5 ([http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf)). More detailed information on a variety of related topics is also available in the SJSU catalog ([http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html)).

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness ([http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html)). Add/drop deadlines can be found on the current academic year calendars document ([http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, ([http://www.sjsu.edu/senate/docs/S12-7.pdf](http://www.sjsu.edu/senate/docs/S12-7.pdf)), requires students to obtain instructor’s permission to record the course. Therefore, **neither recording of class lectures or discussions nor distribution of course materials are allowed.** Failure to follow this policy will be considered a violation of course academic integrity policy and will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions.

**Academic Integrity**

The University Academic Integrity Policy S07-2 at [http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development ([http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/)).

**Campus Policy in Compliance with the American Disabilities Act**

Presidential Directive 97-03 ([http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.
Accommodation to Students' Religious Holidays

According to University Policy S14-7 (http://www.sjsu.edu/senate/docs/S14-7.pdf), SJSU shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center & SJSU Counseling Services

The SJSU Writing Center is located in Clark Hall, Suite 126. To make an appointment or to refer to the online resources offered through the Writing Center, visit their website at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services in the Administration Building, Room 201. To schedule an appointment or learn more information, visit the Counseling Services website at http://www.sjsu.edu/counseling.

Course Schedule

We will follow the schedule below to the greatest extent possible. However, the schedule is subject to change. You will be given fair notice of any schedule changes via in class announcements, Canvas postings, & MySJSU emails.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 8-22</td>
<td>Course Introduction</td>
<td>Have read syllabus BEFORE first class!</td>
</tr>
<tr>
<td>T 8-27</td>
<td>Metacognition &amp; Self-regulated Learning</td>
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<tr>
<td>R 8-29</td>
<td>Metacognition &amp; Self-regulated Learning</td>
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<tr>
<td>T 9-3</td>
<td>Ch. 7 Cognitive Views of Learning</td>
<td>Have read Ch. 7 BEFORE class!</td>
</tr>
<tr>
<td>R 9-5</td>
<td>Ch. 8 Complex Cognitive Processes (No Reading!)</td>
<td>Exam 1 Study Guide due by 11:59pm on 9/8</td>
</tr>
<tr>
<td>T 9-10</td>
<td>Exam 1 (MC/SRL, Ch. 7, &amp; Ch. 8)</td>
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<tr>
<td>R 9-12</td>
<td>Review Exam 1</td>
<td>Have read Ch. 4 BEFORE class!</td>
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<tr>
<td>T 9-17</td>
<td>Ch. 10 Motivation &amp; Learning</td>
<td>Have read Ch. 10 BEFORE class!</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignments &amp; Due Dates</td>
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<tr>
<td>R 9-19</td>
<td>Ch. 11 A Classroom Model for Promoting Student Motivation</td>
<td>Have read Ch. 11 BEFORE class!</td>
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<td>*Exam 2 Study Guide due by 11:59pm on 9/22</td>
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<tr>
<td>T 9-24</td>
<td><strong>Exam 2 (Ch. 4, Ch. 10, &amp; Ch. 11)</strong></td>
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<tr>
<td>R 9-26</td>
<td>Review Exam 2</td>
<td>Have read Ch. 1 BEFORE class!</td>
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<td>1st 1/3 Course Evaluation/Course Goal Check-in</td>
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<tr>
<td></td>
<td>Ch. 1 Understanding Learning and Teaching</td>
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<tr>
<td>T 10-1</td>
<td>Ch. 13 Learning &amp; Effective Teaching</td>
<td>Have read Ch. 13 BEFORE class!</td>
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<tr>
<td>R 10-3</td>
<td>Ch. 14 Increasing Learning Through Assessment</td>
<td>Have read Ch. 14 BEFORE class!</td>
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<td>*Exam 3 Study Guide due by 11:59pm on 10/6</td>
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<tr>
<td>T 10-8</td>
<td><strong>Exam 3 (Ch. 1, 13 &amp; 14)</strong></td>
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<tr>
<td>R 10-10</td>
<td>Review Exam 3</td>
<td>Mini-lesson Topic due by 11:59pm on Saturday (10/12; due by 11:59pm on 10/10 for extra credit)</td>
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<td>Mini-lesson Topic <em>In-class Assignment</em></td>
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<tr>
<td>R 10-17</td>
<td><strong>PATRICK AWAY AT CDS – NO CLASS</strong></td>
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<tr>
<td>T 10-22</td>
<td>Mini-lesson Plan Instructions &amp; Example</td>
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<td></td>
<td>Mini-lesson Plan <em>Work Time In-class Assignment</em></td>
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<tr>
<td>R 10-24</td>
<td>Rainer &amp; Willingham, 2010</td>
<td>Have read R &amp; W, 2010 BEFORE class!</td>
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<td><em>Mini-lesson Plan due by 11:59pm on Sunday (10/27; due by 11:59pm on 10/25 for extra credit)</em></td>
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<tr>
<td>T 10-29</td>
<td>Ch. 2 Cognitive &amp; Language Development</td>
<td>Have read Ch. 2 BEFORE class!</td>
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<tr>
<td>R 10-31</td>
<td>Ch. 9 Knowledge Construction in Social Contexts</td>
<td>Have read Ch. 9 BEFORE class!</td>
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<tr>
<td>T 11-5</td>
<td><strong>Mini-lesson Presentation Overview, Instructions, Examples, &amp; Demonstration</strong></td>
<td><em>Mini-lesson Presentation Rough Draft due by 11:59pm on Sunday (11/10; due by 11:59pm on 11/8 for extra credit)</em></td>
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<tr>
<td>R 11-7</td>
<td>Ch. 6 Behaviorism &amp; Social Cognitive Theory</td>
<td>Have read Ch. 6 BEFORE class!</td>
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<td>*Exam 4 Study Guide due by 11:59pm on 11/10</td>
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<td>Date</td>
<td>Topics</td>
<td>Assignments &amp; Due Dates</td>
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<tr>
<td>T 11-12</td>
<td><strong>Exam 4</strong> (Ch. 2, 9, &amp; 6)</td>
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<tr>
<td>R 11-14</td>
<td><em>Review Exam 4</em></td>
<td><em>Mini-lesson Presentation Final Draft (R1) due by 11:59pm on Monday (11/18; due by 11:59pm on 11/16 for extra credit)</em></td>
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<tr>
<td>T 11-19</td>
<td><strong>Mini-lessons (Round 1)</strong></td>
<td><strong>Mini-lesson Presentation Final Draft (R1) due by 11:59pm on Wednesday (11/20; due by 11:59pm on 11/18 for extra credit)</strong></td>
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<tr>
<td>R 11-21</td>
<td><strong>Mini-lessons (Round 2)</strong></td>
<td><strong>Mini-lesson Presentation Final Draft (R1) due by 11:59pm on Monday (11/25; due by 11:59pm on 11/23 for extra credit)</strong></td>
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<tr>
<td>T 11-26</td>
<td><strong>Mini-lessons (Round 3)</strong></td>
<td><strong>Mini-lesson Presentation Final Draft (R2) due by 11:59pm on Monday (12/2; due by 11:59pm on 11/30 for extra credit)</strong></td>
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<tr>
<td>R 11-28</td>
<td><strong>THANKSGIVING – NO CLASS</strong></td>
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<tr>
<td>T 12-3</td>
<td><strong>Mini-lessons (Round 4)</strong></td>
<td><strong>Mini-lesson Presentation Final Draft (R3) due by 11:59pm on Monday (12/4; due by 11:59pm on 12/2 for extra credit)</strong></td>
</tr>
<tr>
<td>R 12-5</td>
<td><strong>Mini-lessons (Round 5)</strong></td>
<td><strong>Mini-lesson Presentation Final Draft (R4) due by 11:59pm on Wednesday (12/4; due by 11:59pm on 12/2 for extra credit)</strong></td>
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<tr>
<td><strong>W 12-11 2:45pm-5pm</strong></td>
<td><strong>Mini-lessons (Round 6)</strong></td>
<td><strong>Mini-lesson Presentation Final Draft (R5) due by 11:59pm on Tuesday (12/10; due by 11:59pm on 12/8 for extra credit)</strong></td>
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</table>