



## **PSY 300.01E Learning Processes & Development**

**Business Administration 106 - TR 12:30pm to 1:45pm**  
COURSE SYLLABUS: SPRING 2019

**Instructor:** Jason McCain, Ph.D.

**Office Location:** Henderson Hall 226/230 (Try 226 first; if I'm not there, try 230)

**Office Hours:** MW 11am-1pm and by appointment

**Office Phone:** 903-886-5000

**Office Fax:** 903-886-5001

**University Email Address:** Jason.McCain@tamuc.edu

The best method to reach me is by email. I will respond to all emails within 24 hours during the weekdays and within 48 hours on the weekends; if you do not hear from me within that time, please resend your email, as I most likely did not receive it.

### **COURSE INFORMATION**

#### ***Textbook***

Woolfolk, A. (2018). *Educational Psychology* (14<sup>th</sup> ed.). Boston, MA: Pearson.  
ISBN: 978-0134446806

#### ***Optional Texts and/or Materials***

Other readings that are assigned will be made available through the myLeo Online class page.

#### ***Course Description***

A course designed to provide the student with information about the application of psychological theory to the learning processes and development of children and adolescents. Principles and procedures of measurement and evaluation are also included. The primary objective is to facilitate a clear understanding of the complex,

*The syllabus/schedule are subject to change.*

dynamic processes of learning and development. This course is required as part of the teacher preparation program.

### ***Student Learning Outcomes***

1. Students will be introduced to various principles of human learning and gain insight into how these principles can be used in the classroom for their own/others' learning.
2. Students will develop the ability to assess educational psychology research and to understand the various types of research performed. Students will be able to demonstrate knowledge of the application of this research in real-world educational settings.
3. Students will gain knowledge of the various "individual differences" variables that may be encountered in educational settings.

## **COURSE REQUIREMENTS**

My goal throughout this course is to give you the opportunity to learn about, appreciate, and recognize the contributions of the field of educational psychology and the importance of the application of the research conducted by practitioners in this field. As such, each course requirement listed below is designed to evaluate your progress in meeting the outcomes listed in the previous section.

### ***Minimal Technical Skills Needed***

- Be able to use the learning management system (myLeo Online) to download additional readings, participate in discussions, and to submit written assignments
- Be able to access and use word processing software (e.g. Microsoft Word, see below)

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## Attendance

Students are encouraged to attend all class periods. Class attendance affords students several opportunities, including (*but not limited to*) the chance to discuss assigned readings with both the instructor and fellow classmates and exposure to unique and/or insightful comments from others. Ultimately, it is always in your best interest to attend and be punctual to class as often as possible. Because of the nature of the assessments in this course (see below for details), missing more than one class per week may result in significant point/grade reductions.

## Assessments

1. To demonstrate an understanding of the various principles of human learning and the individual differences that may be found in educational settings, students will respond to questions regarding these topics on exams *throughout* the semester. The instructor will evaluate these responses for accuracy and completeness.
2. To demonstrate the ability to assess educational psychology research and its applicability to students' own experiences and/or the experiences of those around them, students will participate in discussions related to the research discussed in class and how it may be applied to students' own chosen areas of interest. The instructor will evaluate these discussions for appropriateness and thoroughness.
3. To demonstrate an understanding of the types of educational research performed, students will complete a written research proposal covering one of the discussed methods of learning. The instructor will evaluate these proposals for appropriateness and thoroughness.

Students should note that, in addition to evaluating the content of assignments, all written assignments (i.e., written papers and/or online discussion posts) will also be evaluated based upon adherence to proper APA style as well as proper use of grammar and accurate spelling. See the subsequent section for details.

## **Assessment/Instructional Methods**

### **1. Class Participation/Online Discussions**

Every class day will be dedicated to discussing the assigned textbook reading for that week. For example, during week 1 the assigned reading is Chapter 1 in the Woolfolk textbook. Thus, students will be responsible for discussing this chapter during class. Following the last class day of a given week (normally Thursday), students will be required to log on to the myLeo Online class page and participate in a discussion covering the topics discussed during that week. The discussion post will be graded based upon adherence to the following guide:

- The student should pick one topic discussed during the week and describe how it could apply to them in their chosen field of education (e.g., a student interested in elementary education would chose a topic and discuss how it may, or may not, be applicable for that setting) or for the student's own learning (e.g., a student who is not an education major may discuss how their own studying, at the post-secondary level, would be enhanced by the selected topic).

There will be one (1) class participation/online discussion grade per week (worth 1% of the final grade each), resulting in a total of 15 such grades over the course of the semester. Students are encouraged to discuss any questions regarding class participation/online discussion with the instructor prior to the second week of class. See the grading policy below for additional details.

### **2. Online Quizzes**

Every week there will be a short quiz posted on the D2L class page. The questions in these quizzes will be related to the upcoming topics of discussion (e.g., the quiz questions for week 2 will be related to material from Chapter 7). These quizzes will “open” on the Sunday of the specified week, and will close no later than 12pm (noon) on the Tuesday of the same week. These quizzes are designed to inform students and to provide the instructor with valuable information about the current state of student knowledge, and to assist students in preparing for the exams.

There will be one (1) quiz grade per week (worth 1% of the final grade each), resulting in a total of 15 such grades over the course of the semester. As with exams (see below), *no additional time will be granted for access/technological issues* related to the quizzes. See the grading policy below for additional details.

### **3. Educational Psychology Lecture/Research Proposal Paper**

Students will write one of two short (3-5 pg.) papers, either describing (1) a lecture involving aspects of educational psychology or (2) a proposal for an

educational psychology research project. The specifics of this paper will be discussed in-class several weeks in advance.

#### 4. Exams

There will be a total of 3 exams throughout the semester, with each test covering roughly the four or five weeks of materials (*all* materials, including textbook readings, class discussions, etc.). Each test will be completed and turned in via the myLeo Online class page. Each test will consist of two types of questions: multiple choice and essay. Multiple choice questions are designed to assess your (recognition) memory for information, whereas essay questions are designed to assess your ability to transfer learned material. The tests will “open” on the Friday of the specified week (see the course schedule below) and close on the Sunday of the same week. You will be given 1.5 hours to complete each exam. Despite being online, students are expected to complete these exams using “closed” notes/text.

*It is the student's responsibility to complete each exam within the time allotted, as no additional time will be granted for access/technological issues*

#### 5. Participation in Psychological Research

Students are required to participate in the psychological research that is conducted by faculty members in the Psychology and Special Education department. This requirement is reviewed on the following page.

#### ***Tips for Success in the Course***

The assigned readings are given with the intent of providing the student with exposure to relevant topics *prior to* class discussion. By completing these readings before discussion occurs, students will have the opportunity to not only consider the material from multiple points of view, but also to gain a better understanding of which material, if any, is not fully comprehended. This self-awareness is a key to effective learning, and thus students are **strongly encouraged** to complete any readings prior to class. Furthermore, as a large portion of a student's grade is determined by class discussion (see below for details), it is always in the student's best interest to be prepared for class by reading the appropriate materials.

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### Participation in Research

#### Supporting Psychological Science: Research Participation Requirement

As part of your course requirement, you will need to complete a total of **4** credit hours of research participation. Students who complete the **4** credits without acquiring any *unexcused* “no-shows” will be allowed to complete up to 2 additional research credit hours for extra course credit (+2.5% [for each additional credit hour completed] to your final course grade). Keep in mind that “no-shows” apply to the student’s record “globally,” not to a specific course.

**Failure to complete the required number of credits will result in the reduction of your final grade by one letter grade. For example, if you have an “A” and do not complete the required credits, your final grade will be a “B.”**

You will be able to sign up for various studies through the SONA system, which can be accessed at <http://tamu-commerce.sona-systems.com>. Studies are worth different amounts of credit depending upon how long it takes to complete the study. You may sign up for any combination of studies you wish as long as you complete the required number of credits.

A pre-screening questionnaire is required before participating in many of the studies. You may earn .5 credits by completing the pre-screening within the **first two weeks** of the semester.

Your participation in these studies is vital in order for the department to accomplish its research goals, make its contribution to the development of psychological science, and demonstrate what Texas A&M University-Commerce does in the national and international frontier of knowledge. Furthermore, the studies will give you an opportunity to learn about some of the things we do in this field and may turn out to be fun for you as well!

Should you elect not to participate in experimental research, there will be alternative assignments that will satisfy this portion of your course grade. Please see me about these alternative assignments *no later than 2 weeks before the end of the semester*.

## GRADING

	=	%
<b>Evaluation:</b>		
Exams (3 worth 15% each)	=	45
Class/Online Discussions (15 worth 1% each)	=	15
Online Quizzes (15 worth 1% each)	=	15
Lecture/Research Proposal Paper	=	25
SONA system participation		<u>See Below</u>
	Total	100

Unless otherwise stated in the course schedule (below) or announced in class, exams/tests *will always "open" on the Friday of the week they are scheduled.*

<b>Grading:</b>	A	≥ 90%
	B	80-89%
	C	70-79%
	D	60-69%
	F	≤ 59%

## COMMUNICATION AND SUPPORT

*The best method to reach me is by email.* I will respond to all emails adhering to the proper email etiquette outlined below within 24 hours on weekdays and within 48 hours on the weekends (weekends begin each Friday at 3pm and end each Monday at 8am). While email communications do not have to be formal letters, proper email etiquette includes:

- Write in complete, properly formatted sentences. Do not abbreviate common words or use "texting" format in emails. *Remember that how we portray ourself in written words can influence the opinions of others. As such, your emails to me should reflect your desire to portray yourself as a future professional in your chosen field!*
- To guarantee that I respond within the indicated time frame, you should indicate which class you are in, including the course and section number (e.g. PSY 300.01E) **in the subject line of your email.**
- Include your first and last name as it is displayed on the class roster. If you have a preferred contact name that is different than the name displayed on the class roster, please include both.
- Be respectful and courteous at all times.

If you would like to speak to me in person, my office hours are Monday and Wednesday from 11am to 1pm and by appointment. You may set up an appointment with me via

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email or by speaking to me immediately after class. Please keep in mind that I can only meet with one student at a time; if you schedule a time to meet with me that means that other students were unable to do so.

As listed in the student objectives above, my goal is to help you succeed in understanding the impact that psychology has on our daily lives. I encourage you to contact me if you have any questions or concerns.

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive

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- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

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**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



#### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

#### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](#).  
<https://leo.tamuc.edu>

#### Learner Support

The [One Stop Shop](#) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](#) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

#### Cell Phones/Laptops/Other Electronic Devices.

Cell phones should be turned off or placed on silent during class. If you have a situation in which you may need to receive a call during class time, please see me before class begins. In the rare circumstance when this occurs, you should not answer the call while in the classroom. Please be respectful of the other students around you at all times by quietly leaving the room and answering the call in the hallway or somewhere that will not disturb this *or any other class*. Students using cell phones without permission during class will be asked to leave the classroom.

The use of a laptop, tablet, or other computing device in class *is not permitted*. However, if you would like to “unlock” the ability to use one of these devices, you may do so by completing an extra reading/writing assignment. Contact me via email (following the communication policy outlined above) for details regarding this assignment.

Any use of electronic devices (if allowed) other than for the purposes of the facilitation of learning will result in the student being asked to leave the classroom and the revocation of any previously granted permissions. Any student asked to leave the classroom for ANY reason will be considered absent for that day, regardless of assignment or participation.

#### Missed Tests and Changes to the Syllabus Schedule

As stated above, each of the exams will open on the Friday of the week in which they are scheduled (see the course schedule, below, for details), and they are open for the entire weekend indicated. As such, I will give **NO** make-up exams due to absences. If there is an *extremely* unusual circumstance that may cause you to miss more than one exam, you should contact me at the earliest possible time to discuss the situation. However, please note that if you miss more than one exam I recommend that you drop the course.

The course schedule is at all times tentative, as there will possibly be circumstances throughout the semester that will necessitate its modification (e.g. bad weather days). It

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is the student's responsibility to be aware of changes to the schedule, which will always be announced in class. For this reason, it is again important that you attend class regularly.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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## **Academic Integrity**

The Student Handbook (Policies and Procedures, Code of Student Conduct) states that:

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.”

Violation of this code will lead to an initiation of the disciplinary procedures described in the Student Handbook. Proper student conduct also includes maintaining a standard of academic honesty. In essence, **cheating** and **plagiarism** of all forms will not be tolerated. Plagiarism means that you cannot use the words and ideas of another person without giving that person credit. When using the exact words of someone else they should be placed in quotation marks with a proper (APA) citation to follow. When using the ideas of another person, their work should be cited appropriately immediately following or immediately prior to this use. Cheating has several definitions, but can be simply defined as “to act dishonestly or unfairly in order to gain or provide an advantage.” If you have questions or concerns about what constitutes cheating or plagiarism, please see me.

**Students who are identified as having engaged in cheating or plagiarism will earn an F in the course.**

For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

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## **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## COURSE OUTLINE / CALENDAR

*As this schedule is tentative, it is the student's responsibility to be aware of changes announced in class.*

myLeo Online week	Week Start Date	Topics/Items of Note	Chapter Readings
Week 1	1/14/19	Learning, Teaching, & Educational Psychology	1
Week 2	1/21/19	Behavioral Views of Learning	7
Week 3	1/28/19	Cognitive Views of Learning	8
Week 4	2/4/19	Complex Cognitive Processes	9
Week 5	2/11/19	The Learning Sciences & Constructivism <b>Test #1 Due on Sunday, 2-17-19, by 11:30pm.</b>	10
Week 6	2/18/19	Social Cognitive Views of Learning & Motivation	11
Week 7	2/25/19	Motivation in Learning & Teaching <b>First-Draft of Lecture/Research Project Due on Sunday, 3-3-19 by 11:30pm.</b>	12
Week 8	3/4/19	Cognitive Development	2
Week 9	3/11/19	The Self, Social, & Moral Development	3
	3/18/19	<b>SPRING BREAK – NO CLASS/ASSIGNMENTS</b>	
Week 10	3/25/19	Learner Differences & Learning Needs <b>Test #2 Due on Sunday, 3-31-19, by 11:30pm.</b>	4
Week 11	4/1/19	Language Development, Language Diversity, & Immigrant Education	5
Week 12	4/8/19	Culture & Diversity	6
Week 13	4/15/19	Creating Learning Environments	13
Week 14	4/22/19	Teaching Every Student <b>Final-Draft of Lecture/Research Project Due on Sunday, 4-28-19 by 11:30pm.</b>	14
Week 15	4/29/19	Classroom Assessment, Grading, & Standardized Testing <b>Test #3 Due on Sunday, 5-5-19, by 11:30pm.</b>	15
Week 16	5/6/19	Course Recap (During Scheduled Final Exam Time)	

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