

**Teaching Reading in the Elementary and Middle School**  
**Rutgers, The State University of New Jersey – Graduate School of Education**  
**Fall 2011, Course 15:299:516**

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**Office Hours**

Virtual (in the eCollege Live Chat Room): Tuesdays 1:30 to 3:30pm  
Thursdays 7:30-8:30 pm and by appointment  
On campus: Tuesdays 1:30 to 3:30pm and by appointment

**Course Website**

eCollege site: <https://ecollege.rutgers.edu/index2.jsp>

**Required Texts**

- Tompkins, G. E. (2009). *Literacy in the middle grades: Teaching reading and writing to fourth through eighth graders* (2nd ed.). Boston: Pearson. (ISBN: 978-0132348492)
- One children's or young adult novel published since approximately 2006
- One professional book from a list provided in class for your professional discussion group (PDG)
- Additional course materials, supplied in the form of pdf files and video available online.

<b>Course Overview</b>
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This course serves as an introduction to the teaching of literacy in the upper elementary and middle school. The major focus of the course will be literacy instruction in grades 3 through 8 with some discussion of literacy learning at other levels. We will focus on general classroom instruction, but always with an eye to how to support students who struggle with reading and writing tasks.

**Course Goals and Objectives**

By the end of this course, each student should be able to:

- Articulate a philosophy of literacy instruction that emphasizes the interactive and integrative nature of language and builds upon these connections when creating learning opportunities.
- Demonstrate knowledge and skills that are needed for creating and implementing a literacy curriculum using small and large group work, collaborative learning, conferencing, and individual work based on professional standards.
- Identify, plan, and design literacy instruction based on students' needs, developmental

progress, learning styles and prior knowledge.

- Identify and understand the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support students' growth and development.
- Critically reflect on his/her teaching and learning.
- Identify and use available resources and materials for instructional planning.
- Articulate how educational research can be used as a means for continuous learning and development.

## **Course Organization**

This course is organized into ten sections:

Module 1 is designed to introduce you to the course and to the various technologies that will be used throughout the semester. You will have the opportunity to introduce yourself to your classmates and to begin to make connections with those who have similar interests and goals for the course.

Module 2 “sets the stage” for discussing literacy instruction in grades 4-8. You will learn about research, theory, and educational standards (both state and national) that guide teaching at this level.

Modules 3 – 8 make up the majority of the course. Within this 6-week section of the course, you will take a close look at effective instruction in various literacy domains including comprehension, vocabulary, fluency and word study. You will also examine issues related to differentiation and critical literacy.

Module 9 gives special attention to the materials and instructional programs that can be used to teach literacy or require literacy skills (e.g. textbooks). Here you will consider how to best use the materials available to teachers at this level. You will also consider the types of instructional support needed to ensure success in the reading and writing texts required in content area classes (e.g. science class or math class.)

Module 10 will be your creation. It is here that you will share with your classmates what you have learned about a particular aspect of literacy instruction. You will work with a group of classmates to create a “webinar” based on a common focal text that you have selected.

<h2><b>Course Policies</b></h2>
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### **Technology Policy**

In order to make the most of your online learning experience, there are several technical requirements you will need to fulfill. Refer to the guidelines at the following website to help ensure your online success: <https://ecollege.rutgers.edu/technicalreq.jsp>.

Throughout the semester, you will be using various online programs and tools. Many of these are Web 2.0 tools that are found on free, public websites. It is your responsibility to ensure that you have the appropriate technology capabilities to successfully complete assignments and activities. Rutgers University does provide technology assistance for programs like eCollege, and I am also available to assist you whenever I can.

Murphy's Law states, "Anything that can go wrong, will go wrong." Computers crash. Internet access can be limited during a thunderstorm. All of these issues cannot prevent you from submitting assignments on time. My advice to you is:

- Aim to complete all assignments one day early. This way you have one more day to get to the library or a friend's house if the worst happens. You'll also have time to contact me and notify me of any problem. I will always respond to you within 24 hours, however, if you only have 2 hours to submit the assignment there is no guarantee I will get your message in time.
- Be sure your computer is in good working order. If it has any problems or issues you want to make sure those are ironed out BEFORE the course begins.
- Be sure to arrange access to a 2nd computer. This could be your own; this could be the computer lab or a friend's home computer. Technical glitches are not excuses for late work.
- Test the websites you are assigned to use as soon as you receive the assignment. Our e-College course website may work at your place of business; however, you may find that later in the course a social networking site is filtered (not accessible from your place of business). Some sites don't work on older computers while others don't work on newer computers. Videos may not play. Security settings may need to be checked. It only takes a moment to click around and try this out.
- Keep usernames and passwords in a safe place. Since we'll be accessing various sites, you'll have several different places where you'll need login credentials. Keep these in a safe place so that they cannot be lost or stolen.
- Create back-ups. You should always have two copies of your work. Copying your file to a USB drive and deleting the original is not a back-up. The USB drive can fail too. You should save your work in several places, keeping all files until the course is complete. It may not be going too far to say that important work should be stored online as well as locally. I always recommend saving often as you work, too. I find it helpful to save different versions of the assignment, so that if the version I am working on at the moment "crashes," I can return to an earlier version and not have to start all over with a blank page. While unlikely, lost data can really set you back in this course.
- Double-check work. Make sure assignments are uploaded and posts are submitted.

- Get phone numbers. Some of our work will be in groups and group work may require chat sessions or other synchronous meetings. If you encounter a technical problem, you'll want to be able to have phone numbers for a back-up means to connect.

### **Netiquette**

Please remember that communicating online should not be any different from when you communicate in a face-to-face class. Although some of your writing assignments do allow for less “academic” and more informal conversations, please refrain from using Internet slang, abbreviations, and acronyms. We cannot assume that everybody understands them. All communications should be courteous and professional. There are a number of online resources that highlight good netiquette. Please become familiar with them. I'm sure that they will also be helpful with your own students. You might want to start with the 10 Best Rules of Netiquette and The Core Rules of Netiquette. (Links available on our eCollege site).

### **Grading Policy & Turning in Assignments**

Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates can be found on our class eCollege website. You are responsible for knowing what the due dates are. Unless arrangements are made in advance of the due date, late assignments will not be accepted. Please note that you will be responsible for any weekly information that is posted on eCollege. I will do my best to post any updates and notices by 11 pm each Wednesday evening. If I need to communicate any urgent information and/or class changes to you, I will also follow these postings with an email.

Some of your assignments require you to post information onto our class eCollege site or our class Thinkfinity group. I will be regularly visiting these sites, so please make sure all comments and responses are posted by their due dates. If activities and assignments are not required to be publicly shared and published online, please email them to me by their due date. You can submit them to the following email address: [susan.dougherty@gse.rutgers.edu](mailto:susan.dougherty@gse.rutgers.edu). Whenever I receive your assignment, I will send a reply to you that acknowledges that I have received it. If you do not receive an email acknowledgement from me, do NOT assume that I have received your assignment! Expect to receive a reply from me within 24 hours. It is your responsibility to retain email proof of acknowledgement, so please do not delete any messages from me that indicate I have received your coursework.

### **Participation Policy**

Your active participation in this course is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for meaning, participating in online discussions, giving feedback to your peers, sharing how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. In summary, however, you will be expected to do the following:

Log into our eCollege class website every week to access your assignments. All weekly assignments will be posted on Wednesdays by 11pm.

Log into our eCollege site at least three times a week to keep updated on assignments, group activities, peer discussions, etc.

Use study guide resources, including PowerPoint presentation and chapter reviews, to help you engage with and understand the content that is presented throughout the semester. Participate in online discussions on our eCollege website and/or our Thinkfinity group to illustrate your understanding of weekly readings and how they connect to your own lives. Meet deadlines for assignments so that you can keep on track, make steady progress throughout the course, and provide feedback to your peers in a timely manner.

**Academic Integrity Policy**

You can find the Policy on Academic Integrity for Undergraduate and Graduate Students at the following site: <http://teachx.rutgers.edu/integrity/policy.html>. You are responsible for understanding and adhering to the policy. Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism. Also, please become familiar with copyright laws and the Internet.

**Confidentiality:** When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

<b>Assignments &amp; Grading</b>
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- Online Discussions/Chats (20%)
- Multimedia Book Talk (10%)
- Literacy Instruction Reflection paper (20%)
- Lesson Plans (30%)
- Professional Development Group Presentation (20%)

**Grading Scale**

- A = 90% and above
- B+ = 87 – 89.9%
- B = 80 – 86.9%
- C+ = 77 – 79.9%
- C = 70 – 76.9%
- D = 60 – 69.9%
- F = below 60%

**Grading Summary**

- A = Outstanding work
- B = Good work
- C = Satisfactory work
- D = Poor work
- F = Failing work

<b>Assignment Details</b>	
(Additional information will be available as the assignment due date approaches)	
<b>Online Discussions</b>	
Your participation and collaboration are necessary in the effectiveness of this course. In order to fully develop your understanding of the ideas and	20%

<p>concepts reviewed in the modules, you will be participating in online discussions with the members in your small group on a regular basis (typically one discussion per module). In these discussions, you will construct responses to given topics and reply to the posts of the members in your group. These discussion topics will require you to not only demonstrate your understanding of the required readings, but to take that information and reflect on how it relates to your personal experiences with education, as well as the society around you. Although requirements for online discussions may differ per module, the following are the general criteria I will be looking for in your responses: □</p> <ul style="list-style-type: none"> <li>• Your initial discussion posts should be approximately 250-500 words; responses to the members in your small group should be approximately 100 words.</li> <li>• Discussion posts should be supported by your readings and properly cited using APA format.</li> <li>• All posts and responses to posts should be completed by the due dates that appear below in this syllabus.</li> <li>• All responses should clearly and adequately answer the entire discussion prompt.</li> <li>• It is advisable to not use postings such as “I agree,” “I don’t know either,” “ditto,” etc. These types of responses take up space and do not add anything substantial to the conversation. It is important to know that such responses will not be counted for assignment credit.</li> <li>• Respect each other’s ideas, feelings and experience when posting responses.</li> <li>• Remember to avoid internet slang and overly informal language (see course policies).</li> </ul>	
<p><b>Multi-Media Book Talk</b>  You will read a text appropriate for use in grades 4, 5, 6, 7 or 8 and create a multi-media book talk based on the text. The book should be new to you and published within the past 5 years (unless special arrangements have been made). You will then create a multi-media book talk (using PowerPoint, iMovie, etc) of approx 5 – 10 minutes in length that could be used to encourage students to read the book themselves. You will post your multimedia book talk on the course site for your classmates to review. You will view the book talks of your classmates and will post feedback for at least three of them.</p>	10%
<p><b>Literacy Instruction Reflection Paper</b>  For this paper, you will observe literacy instruction and write a detailed description of the learning/teaching you witness. In addition to a detailed description, you will analyze the teaching/learning in light of research that describes effective teaching. For example, if you observe effective vocabulary instruction you would site research articles and professional texts that help you to more deeply understand why the teaching you observed was effective. If what you observe does not seem effective, you</p>	20%

<p>can use the same types of research to suggests how the instruction could be modified to make it more effective. Note: In addition to course readings, you will cite at least two additional peer-reviewed articles (readings not required for GSE courses). Your paper should be approximately 5 pages in length (double-spaced, 12-point font, 1 inch margins).</p> <p>For this assignment, you are asked to:</p> <ul style="list-style-type: none"> <li>• Submit for approval the titles and other publication information for the additional peer reviewed articles you will use as you complete your analysis (use APA style).</li> <li>• Prepare a draft of your paper for peer revision</li> <li>• Submit your final draft of your <i>Literacy Investigation Paper</i></li> <li>• Share what you learned with your classmates by posting your paper on our course site.</li> <li>• Comment on the papers of at least two classmates.</li> </ul>	
<p><b>Lesson Plans (2)</b>  You will submit two lessons during the course of the semester. The <b>Lesson Plan 1</b> assignment (15%) requires you to develop a lesson that teaches some aspect of fluency or vocabulary. For the <b>Lesson Plan 2</b> assignment (15%) you will develop a lesson plan that addresses some aspect of comprehension or writing. Be sure to cite course readings to provide a rationale for the target of instruction and the method that you will use. I encourage you to consult with classmates and school colleagues, use course-related lesson plans and/or connect your lessons to your literacy investigation paper. By the end of the semester you should have actually taught at least one of these lessons. After teaching, you will post a reflection of the teaching experience and learning outcomes online. You will respond to at least three of your classmates' reflections.</p>	30%
<p><b>Professional Development Group presentation</b>  You will participate in a literacy discussion group (PDG) during the second half of the semester. This will include selecting a professional text to study (from a list of titles supplied by your instructor). Groups will be formed based on interest and you will have the opportunity to engage in dialogue with classmates who are reading different texts that address the same aspect of literacy instruction. Towards the end of the semester, you will collaborate with these classmates to create a multi-media webinar to share what you have learned with others. You will view/participate in at least two other webinars created by classmates and will provide critiques of the instruction.</p>	20%

## Anticipated Schedule for the Semester

Week	Topic & Guiding Questions	Readings	Due
<p>Week 1</p> <p>Sept 1<sup>st</sup> – Sept 8<sup>th</sup></p>	<p>MODULE 1: Introduction</p>	<p>eCollege Login Instructions  <a href="http://rutgersonline.pbworks.com/eCollege-Login-Instructions">http://rutgersonline.pbworks.com/eCollege-Login-Instructions</a></p> <p>eCollege Technical Requirements  <a href="https://ecollege.rutgers.edu/technicalreq.jsp">https://ecollege.rutgers.edu/technicalreq.jsp</a></p> <p>eCollege Help Videos  <a href="https://ecollege.rutgers.edu/students_videos.jsp">https://ecollege.rutgers.edu/students_videos.jsp</a></p> <p>Steinkuehler, C. (2010). Video games and digital literacies. <i>Journal of Adolescent &amp; Adult Literacy</i>, 54(1), 61-63.</p>	<p>Introduce yourself on eCollege (by Sunday, Sept 4<sup>th</sup>) &amp; respond to at least three other classmates' introductions (by Thursday, Sept 8<sup>th</sup>).</p> <p>Respond to the Steinkuehler article by Sunday, Sept 4<sup>th</sup> &amp; read and respond to the ongoing discussion by Thursday, Sept 8<sup>th</sup>.</p> <p>Create a Thinkfinity account and profile (by Thursday September, 8th)</p>
<p>Weeks 2 &amp; 3</p> <p>Sept 8<sup>th</sup> – Sept 22<sup>nd</sup></p>	<p>MODULE 2: Readers and Writers in Grades 4-8</p> <p>Literacy development: Expectations for readers and writers in grades 4-8.</p> <p>What does it mean to be literate?</p> <p>Struggling Readers in grades 3 and beyond</p>	<p><i>Week 2</i></p> <p>Tompkins – Chapter 1</p> <p>Group Member #1            Alvermann, D.E. (2005). Literacy on the edge: How close are we to closing the literacy achievement gap? <i>Voices from the Middle</i>, 13, 8-14.</p> <p>Group Member #2            Faggella-Luby, M.N., Ware, S.M., &amp; Capozzoli, A. (2009). Adolescent literacy—Reviewing adolescent literacy reports: Key components and critical questions. <i>Journal of Literacy Research</i>, 41, 453-475.</p>	<p><i>Week 2</i></p> <p>Discussion Forum Post (Tompkins – Chapter 1) by Sept. 11<sup>th</sup> &amp; read and respond to the ongoing discussion by Sept 15<sup>th</sup></p> <p>Group Members 1 &amp; 2 post summary of assigned article by Sept 11<sup>th</sup></p>

	<p>Assessment &amp; Evaluation of Upper Elementary &amp; Middle School students</p>	<p>Thinkfinity Tour  <a href="http://thinkfinity.org/">http://thinkfinity.org/</a>          (Click on “Take a Tour”)</p> <p><i>Week 3</i></p> <p>Tompkins – Chapters 2 &amp; 3</p> <p>Group Member #3          Blair, T., Rupley, W., &amp; Nichols, W.D. (2007). The effective teacher of reading: Considering the “what” and “how” of instruction. <i>Reading Teacher</i>, 60, 432-438.</p>	<p>All group members read &amp; respond to summaries by Sept 15<sup>th</sup></p> <p><i>Week 3</i></p> <p>Discussion Forum Post (Tompkins Chapter 2 &amp; 3) by Sept 18<sup>th</sup> &amp; read and respond to the ongoing discussion by Sept 22<sup>nd</sup></p> <p>Group Member #3 post summary of assigned article by Sept 18<sup>th</sup></p> <p>All group members read &amp; respond to summary by Sept 22<sup>nd</sup></p>
<p>Week 4          Sept 22<sup>nd</sup> – Sept 29<sup>th</sup></p>	<p>MODULE 3:          Instruction in grades 4-8</p> <p>Fluency</p>	<p>Tompkins Ch. 5</p> <p>Group Member #1          Ash, G., Kuhn, M., &amp; Walpole, S. (2009). Analyzing "inconsistencies" in practice: Teachers' continued use of round robin reading. <i>Reading &amp; Writing Quarterly</i>, 25, 87-103.</p> <p>Group Member #2          Ivey, G., &amp; Baker, M. I. (2004). Phonics instruction for older students? Just say no. <i>Educational Leadership</i>, 61(6), 35-39.</p>	<p>Discussion Forum Post (Tompkins Chapter 3) by Sept 25<sup>th</sup> &amp; read and respond to the ongoing discussion by Sept 29<sup>th</sup></p> <p>Group Members 1 &amp; 2 post summary of assigned article by Sept 25<sup>th</sup></p> <p>All group members read &amp; respond to summaries by Sept 29<sup>th</sup></p>

<p>Week 5 Sept 29<sup>th</sup> – Oct 6<sup>th</sup></p>	<p>MODULE 4: Instruction in grades 4-8  Vocabulary</p>	<p>Tompkins Ch. 6  Group Member #3 Blachowicz, C. L. Z., Fisher, P. J. L., &amp; Ogle, D. (2006). Vocabulary: Questions from the classroom. <i>Reading Research Quarterly</i>, 41(4), 524-539.</p>	<p>Discussion Forum Post (Tompkins Chapter 6) by Oct 2<sup>nd</sup> &amp; read and respond to the ongoing discussion by Oct 6<sup>th</sup>  Group Member #3 post summary of assigned article by Oct 2<sup>nd</sup>  All group members read &amp; respond to summary by Oct 6<sup>th</sup></p>
<p>Week 6 Oct 6<sup>th</sup> – Oct 13<sup>th</sup></p>	<p>MODULE 5: Instruction in grades 4-8  Comprehension</p>	<p>Tompkins Ch. 7 &amp; Ch. 8  Group Member #1 Pardo, L. S. (2004). What every teacher needs to know about comprehension. <i>Reading Teacher</i>, 58(3), 272-280.</p>	<p><b>Lesson Plan #1: (Fluency or Vocabulary) Due Oct 13<sup>th</sup></b>  Discussion Forum Post (Tompkins Chapter 7 &amp; 8) by Oct 9<sup>th</sup> &amp; read and respond to the ongoing discussion by Oct 13<sup>th</sup>  Group Member #1 post summary of assigned article by Oct 9<sup>th</sup>  All group members read &amp; respond to summary by Oct 13<sup>th</sup></p>

<p>Week 7 Oct 13<sup>th</sup> – Oct 20<sup>th</sup></p>	<p>MODULE 6: Instruction in grades 4-8  Writing</p>	<p>Tompkins Ch. 9  Group Member #2 Handsfield, L. J., Dean, T. R., &amp; Cielocha, K. M. (2009). Becoming critical consumers and producers of text: Teaching literacy with web 1.0 and web 2.0. <i>Reading Teacher</i>, 63(1), 40-50.</p>	<p>Discussion Forum Post (Tompkins Chapter 9) by Oct 16<sup>th</sup> &amp; read and respond to the ongoing discussion by Oct 20<sup>th</sup>  Group Member #2 post summary of assigned article by Oct 16<sup>th</sup>  All group members read &amp; respond to summary by Oct 20<sup>th</sup></p>
<p>Week 8 Oct 20<sup>th</sup> – Oct 27<sup>th</sup></p>	<p>MODULE 7: Instruction in grades 4-8  Differentiation</p>	<p>Tompkins Ch. 4  Group Member #3 Dennis, D.V. (2009/2010). “I’m not stupid”: How assessment drives (in)appropriate reading instruction. <i>Journal of Adolescent and Adult Literacy</i>, 53, 283-290.  Group Member #1 Moon, T. R. (2005). The role of assessment in differentiation. <i>Theory into Practice</i>, 44(3), 226-233.</p>	<p><b>Lesson Plan #2: (Comprehension or Writing) Due Oct 27<sup>th</sup></b>  Discussion Forum Post (Tompkins Chapter 4) by Oct 23<sup>rd</sup> &amp; read and respond to the ongoing discussion by Oct 27<sup>th</sup>  Group Members #3 &amp; #1 post summary of assigned article by Oct 23<sup>rd</sup>  All group members read &amp; respond to summaries by Oct 27<sup>th</sup></p>

<p>Week 9 Oct 27<sup>th</sup> – Nov 3<sup>rd</sup></p>	<p>MODULE 8: Instruction in grades 4-8</p> <p>Critical Literacy/New Literacies</p>	<p>Group Member #2 McLaughlin, M., &amp; DeVoogd, G. (2004). Critical literacy as comprehension: Expanding reader response. <i>Journal of Adolescent and Adult Literacy</i>, 48(1), 52-62.</p> <p>Group Member #3 Barone, D., &amp; Wright, T. (2008). Literacy instruction with digital and media technologies. <i>Reading Teacher</i>, 62, 292-302.</p>	<p>Group Members #2 &amp; #3 post summary of assigned article by Oct 30<sup>th</sup></p> <p>All group members read &amp; respond to summaries by Nov 3<sup>rd</sup></p>
<p>Weeks 11 – 13 Nov 3<sup>rd</sup> – Nov 24<sup>th</sup></p>	<p>MODULE 9: Materials &amp; Instructional Programs</p> <p>Trade books (in both ELA classes &amp; content area classes)</p> <p>Text books (in both ELA classes &amp; content area classes)</p>	<p><i>Week 11</i></p> <p>Tompkins Ch. 10</p> <p>Group Member #1 Saul, E.W., &amp; Dieckman, D. (2005). Choosing and using information trade books. <i>Reading Research Quarterly</i>, 40(4), 502-513.</p> <p><i>Week 12</i></p> <p>Tompkins Ch. 11</p> <p><i>Week 13</i></p> <p>Tompkins Ch. 12</p> <p>Group Member #2 Adams, T. L. (2003). Reading mathematics: More than words can say. <i>Reading Teacher</i>, 56(8), 786-795.</p> <p>Group Member #3 Wilson, A. (2008). Moving beyond the page in content area literacy: Comprehension instruction for multimodal texts in science. <i>Reading Teacher</i>, 62, 153-156.</p>	<p>Discussion Forum Post (Tompkins Chapter 10) by Nov 6<sup>th</sup> &amp; read and respond to the ongoing discussion by Nov 10<sup>th</sup></p> <p>Group Members #1 post summary of assigned article by Nov 6<sup>th</sup></p> <p>All group members read &amp; respond to summaries by Nov 10<sup>th</sup></p> <p>Discussion Forum Post (Tompkins Chapter 11) by Nov 13<sup>th</sup> &amp; read and respond to the ongoing discussion by Nov 17<sup>th</sup></p> <p>Discussion Forum Post (Tompkins Chapter 12) by Nov 20<sup>th</sup> &amp; read and respond to the ongoing discussion by Nov 24<sup>th</sup></p>

			<p>Group Members #2 &amp; #3 post summary of assigned article by Nov 20<sup>th</sup></p> <p>All group members read &amp; respond to summaries by Nov 24<sup>th</sup></p>
<p>Week 14 Nov 24<sup>th</sup> – Dec 15<sup>th</sup></p>	<p>MODULE 5: Extensions  Webinar presentations</p>		<p>Professional Development Seminars (Webinars) due by Dec 8<sup>th</sup></p> <p>Participate in at least two webinars and provide feedback by Dec 15<sup>th</sup></p>