

**Northern Kentucky University
College of Education and Human Services**

**EDU 530: Reading in the Junior and Senior High School
3 Credit Hours
Tuesdays, 4:50-7:35, MEP 137
Spring, 2017**



Learn, Lead, Succeed

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Core Academic Standards (KCAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the Kentucky Core Academic Standards.

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Required Textbook and/or Materials:

Gunning, T. (2014). *Creating Literacy Instruction for All Students*. 9th ed. Pearson Education, Inc.

Daniels, H., & Steineke, N. (2011). *Texts and Lessons for Content-Area Reading*. Portsmouth, NH: Heinemann

Additional texts will be needed and discussed in class. **You will be responsible for joining a national professional teaching organization.** Please note that additional texts and joining a professional organization do not require purchases.

Course Description: This course covers the principles and procedures related to reading in grades 8-12; basic reading skills, study skills, content fields, and reading programs.

Student Learning Outcomes, Assessment and Standards Alignment (This table should demonstrate the alignment between measurable student learning outcomes (SLO) for the course, the specific assignments that will be used to assess these SLOs, and the connection to applicable standards.)

Student Learning Outcome	Assessment (Assignment s)	Kentucky Teacher Standards (Initial) (Advanced) (IECE)	InTASC Category	Specialized Professional Association (SPA) Standards/ILA standards	KFfT Domain s
Demonstrate understanding of major theories and research for reading and writing development	Daily Checks, Demo Lessons, LAP	1.1,1.2	Content Knowledge	1.1	1a
Design and plan meaningful and engaging instruction that is aligned with state and national standards	Demonstration lesson, LAP	2.1.2.4,2.5,4 .1	Instructional Practice	1.1,2.1,2.2,3.1,3.2,3.3,3.4,5.2,5.3 ,5.4,	1a-1f
Model research-based	Demonstration lesson	2.4	Instructional Practice	2.2	1b-1c

literacy strategies					
Demonstrate understanding of the role of professional judgment and practical knowledge for reading development	Daily Checks, LAP	1.1	Instructional Practice	1.3	1a
Design lessons that demonstrate understanding of diversity in literacy learning	Daily Checks, LAP	2.4,2.5	Instructional practice	4.1, 4.2, 4.3	1a-1f
Design and plan lessons that use routines to support reading and writing instruction	Daily Checks, Demo Lesson, LAP	2.4,2.5,3.5	Instructional practice	2.3, 5.1,5.3,5.4	1a-1f
Demonstrate foundational knowledge of learning theories, professional development and school cultures	Daily Checks, LAP	3.5	The Learner and Learning	1.1,6.3,6.4	1a
Pursue the development of individual professional knowledge and behaviors	Essentials List, LAP	1.2	Professional Responsibility	6.2	4d,4e
Utilize and integrate adolescent literature in	YA annotations, LAP	1.3,4.1	Instructional Practice	1.3,2.2	1a,1c,1d

the secondary classroom					
Articulate the role of prior knowledge and experience in learning new information	Daily Checks, LAP	1.3	The Learner and Learning, Content Knowledge	1.1	1a

Course Assignments and Grading

Note: Please see Blackboard for detailed directions and rubrics of all assignments

1. **Daily Checks:** Each week you will read and respond to course readings. Daily checks are short one page responses that you will bring to class each week. These are designed to show your knowledge of the reading, spark class discussion, and help prepare you for the Literacy Action Plan. Additional information is on Bb.
2. **Demonstration Lesson:** You and a partner will develop and present a mini-lessons (15 mins) using effective reading strategies. You will choose one lesson from the *Texts and Lessons* book, teach it to the class, and provide 4 additional texts that would work with that strategy.
3. **Young Adult Literature Annotation and Roles:** You and your learning circle group will participate in literature circles during class. In literature circles you will read one recent young adult novel over four weeks. Each week you will create a literature circle response that will serve as a model for your future students. After completing the book, you will create an alternative book project that will serve as an example for your students. Additionally, if you wish to get a B in the course, you will read another recent YA novel on your own, create an annotation, and post your annotation to the class resource page.
4. **Literacy Action Plan:** As the name states, the LAP is an action plan for how you will incorporate literacy practices in your classroom. In your LAP, you will highlight your new understanding of literacy theory, research and practice through narratives, analyzing student data, and planning for instruction. This is the Critical Task for this course that you will upload into Folitek (graduate students do not upload to Foliotek). **IMPORTANT: If there are revisions to the final LAP, the student's grade will be lowered one full letter grade.** See Bb for directions, rubric, template, and examples.
5. **Essentials List (for A only):** If you wish to earn an A in the course, you will choose a professional textbook on literacy in your content area and read it over the course of the semester. You will compile all the important ideas in the book into an essentials list. Additional details and examples are on Bb.
6. **Professional Dispositions:** Professional dispositions are very important in the teaching field. As part of the Department of Teacher Education at NKU as well as part of national state and local education organizations, pre-professionals and teachers should exhibit exemplar professional dispositions in and out of the classroom. It is expected, as pre-professionals that you will exhibit exemplary professional disposition in this course (as well as others). Profession dispositions are shown through quality of work submitted,

participation in class, professional use of electronic devices, communication with peers and instructor, etc.

Grading Scale

To receive a grade of a **C**, you must complete the following to satisfaction:

- All sections of the Literacy Action Plan rubric must be marked as at least “met expectations”
- Demonstration Lesson
- Group Young Adult Literature roles and a C project**
- 8 Daily Checks (2 for each role)**
- Attended all but two classes (please read the attendance policy carefully)
- Minor Professional Dispositional Issues

To receive a grade of a **B**, you must complete all of C plus the following to satisfaction

- 3 total researcher roles for Daily Checks**
- All but 3 Daily Checks were on time**
- 9-10 Daily checks completed
- Group Young Adult Literature roles and a B project (or 2 C projects)**
- 1 YA annotation
- Few Professional Dispositional Issues

To receive a grade of an **A**, you must complete all of B, plus the following to satisfaction

- 11-12 Daily Checks completed**
- All but 1 Daily Checks were on time**
- Essentials List completed**
- Group Young Adult Literature roles and an A project (or 2 B projects)**
- Few if any Professional Dispositional Issues
- All work is completed and submitted by **April 30th**.
- No revisions on final LAP

IMPORTANT: If there are revisions to the final LAP, the student's grade will be lowered one full letter grade

**These requirements can be subbed out with the make-up work assignment. See below.

Make-up assignments: For each missed requirement you will read and annotate one peer-reviewed journal article on a relevant topic for the class. See Bb for an example. Each journal will make up for one tardy assignment. For example, if you are looking to get a grade of an A, but have been late twice, than you can complete one journal article. If you were late three times, you will complete two journal articles. See directions for specific assignments for details. **It is your responsibility to track your work and absences. No work will be accepted after midnight 4/30**

Grade	Percent	Points Earned
A	95%+	262-275
A-	93%+	256-261
B+	91%+	251-255
B	87%+	240-250
B-	85%+	234-239
C+	83%+	229-233

C	77%+	212-228
C-	75%+	207-211
D+	73%+	201-206
D	70%+	193-200
F	<70%	0-192

The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

Mid-term Grade: Mid-term grades will be posted in myNKU by the deadline established in the [Academic Calendar](#). Your mid-term grade will be determined by the first draft of Sections A and B of the LAP.

Final Examination Information: The final exam schedule is established by the university and is available on the university [Academic Calendar](#).

Course Policies and Procedures

Attendance: This is an interactive course that requires your participation each week. You are expected to attend all class meetings. If you must miss a class, contact me *prior* to that time and make arrangements with your study buddy. If you are unable to attend class more suddenly, e-mail or call me as soon as possible.

IMPORTANT: More than two absences will result in the failure of the course or the renegotiation of the course syllabus.

We will start class promptly. Coming to class late or leaving early are a form of being absent. No matter of the time missed, being late or leaving early will be counted as a “half absence” from class.

In-class expectations and participation: This is an interactive course where you will participate in demonstration lessons, have in-depth discussions about course content, and apply the content in meaningful ways. This is not a lecture based class. You are expected to have a basic understanding of the concepts from the readings before we start class. In class, we will build on, expand, and apply the information from the readings. You should read all materials considering how the information can be used in our classroom and how it can make your instruction stronger. *You are expected to have the readings with you in class (hard copies or electronic). It is recommended that you bring an electronic device that allows you to access the internet to each class as well.*

Electronic devices in class: We often use electronic devices for class activities. I fully expect these will be used in professional manner in class. Continued issues with using devices in class will result in a lowered course grade.

Communication with Instructor: I will respond to emails within 48 hours with the expectation of weekends. I will reply to emails received on the weekend on the following Monday. If you do not receive a response within 48 hours or on the following Monday, please email again. I am more than happy to meet and encourage face-to-face meetings. Just email me to set up a time. Please be professional with your emails.

Late Work: If circumstances beyond the student's control make turning in work on time impossible, arrangements must be made with the instructor in advance for an extension of time to be granted, at the instructor's discretion. Late assignments (without prior arrangements) will not be accepted. See make-up work policy above.

Missing Work: Keep a copy of all assignments. In the unlikely event that an assignment is lost, the burden of proof that you completed the assignments rests with you.

Professionalism: Each pre-professional is expected to conduct himself/herself in a professional manner including, but not limited to, the following: regular, on-time attendance to class; participation in class activities; collaboration with other professionals in the class; submission of assignments by the due date, and demonstration of professional ethics. Students are encouraged to familiarize themselves with the NKU Honor Code, the College Code of Ethics, and the Professional Code of Ethics for Kentucky School Personnel. The instructor reserves the right to deduct points from a student's final grade for lack of professionalism.

Quality of Work: All work completed outside of class and submitted for evaluation shall be typed (double spaced using 12-point Times New Roman or Cambria font). The work shall reflect proper grammar and evidence of proofreading. In addition to the specific criteria incorporated in each assignment, all submissions will be evaluated on the mechanics of writing, organizational structure clarity of presentation, and consistency of presentation. All work submitted must bear the student's name, course number, and section. By placing your name on the assignment, you are verifying that the work is the original, independent product of your individual effort.

All work submitted should be the quality of a practicing professional. Spelling, grammar, and organizational problems should not be present or happen very rarely. Turn in work you would be happy to share with your peers, other professors, principals, and your students because this may be the case. Many assignments ask you to create projects. These assignments are meant to give you the opportunity and the space to create high quality examples of what you would expect of your students if you were to implement that strategy/concept in your classroom. *Ask yourself if you would use your work as an exemplar for what you expect of your students.*

Quality of work part deux: To be accepted as part of the course grade all work has to be completed to the satisfaction of the instructor. If the first attempt is not successful, you are allowed to resubmit your work. All resubmitted work must be completed within a week of notification of revisions needed. However, no resubmits will be allowed for work turn in on **4/30**

The “Spirit” of Assignments: Assignments in this course are developed to increase your understanding of and apply course content, develop teaching skills and/or provide you with resources that you can use in your classroom. Rubrics are often provided to help guide you to those goals. However, rubrics are not perfect and can sometimes not include all information. While I will use rubrics as guidelines to grade, I reserve the right to grade based on the spirit and intent of the assignment. Your learning matters and I want to make sure you get everything you can from this course.

Plagiarism: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, and the Internet, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Please be aware that any materials or ideas gathered, modified, or used in your lesson or unit plans must be documented; including internet sites, curriculum, teacher guides, textbooks, books, articles, existing unit plans, existing lesson plans, rubrics, handouts, etc. When in doubt, cite. Academic dishonesty in any form (plagiarism, submitting other people's work as your own, submitting your previous work to satisfy new requirements, and the like) will result in failure on the assignment in question. Proven academic

dishonesty may result in the failure of the course and recommendation that the chair of the department review the student's standing regarding acceptance into the program.

Last day to drop the class with a "W": Check the University Calendar for the official date to withdraw with a final grade of "W" rather than "F."

Student Honor Code: The Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the College of Education and Human Services Code of Ethics and the Professional Code of Ethics for Kentucky School Certified Personnel.

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Assignment	Estimated time (hours)
In-Class Meetings: 14 x 3	42
Textbook Readings: 12 chapters x 1 hour	12
Article Readings: 2 articles x 2 hours	4
YA novel, annotation, and roles: 10 hours	10
Daily Checks: 8-12 x 1 hour each	8-12
Demo lesson: 2	2
Literacy Action Plan: 20	20
Essentials List*: 10	10
Additional YA project*: 9	9
Total	98/109/121

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to

the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Bibliography

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Tentative Course Schedule

Date	Topic	Reading	Assignments Due
1/10	Introductions / Course Overview	"Being as Meaning"	-Reading bio -Learning about you form
1/17	Explicit/Guided instruction	Beers Ch. 4, Ch. 6, Ch. 7, Ch. 8 (readings posted on Bb) -Jigsaw	-Daily Check (DC)#2(DC#1 was quiz) -Sign up for Demo lesson dates and lesson on Bb BEFORE class.
1/24	Literacy in the Standards	National and state standards for your subject area	-DC #3 -Demo lesson #1 -Bring in Essentials List title for approval -Decide on Group YA novel -Decide on individual YA novel (B only)
1/31	The Nature of Literacy	Ch. 1	-DC#4 -Demon lesson #2 -Bring in YA novel to class
2/7	Comprehension: Theory and Strategies	Ch. 7	-DC#5 -Demo lesson #3 -Lit Circle #1
2/14	Comprehension: Sociocultural issues	Bynres and Wasik (on Bb) Jigsaw	-DC#6 -Demo lesson #4 -Lit Circle #2
2/21	Comprehension: Motivational Issues	Bynres and Wasik (on Bb) Jigsaw	-DC#7 -Demo lesson #5 -Lit Circle #3 --Sections A +B posted on BB. Also, bring hard copies to class.
2/28	Comprehension: Text structure and teaching procedures	Ch. 8	-DC#8 -Demo lesson #6 -Lit Circle #4
3/7	Spring Break	NO CLASS	
3/14	Assessing for Learning	Ch. 3	-DC#9 -Demo lesson #7 -Essentials List due (A only) -YA novel annotation due
3/21	Teaching All Students	Ch. 2 Readings posted on Bb.	-DC#10 -Demo lesson #8 -YA novel annotation due
3/28	Approaches to Teaching Reading	CH. 11	-DC#11 -Demo lesson #9+10

			<p><i>-Individual YA annotation due (for B only)</i> -Sections C+D due on Bb. Also, bring hard copies to class.</p>
4/4	Building Vocabulary Part 1	CH. 6	<p><i>-DC#12</i> <i>-Demo lesson#11+12</i></p>
4/11	Building Vocabulary Part 2	Readings posted on Bb	<p><i>-DC#13</i> <i>-Demo lesson #13+14</i></p>
4/18	The Writing Process	Reading posted on Bb	<p><i>-DC#14</i> <i>-Demo lesson #15 (if needed)</i> <u>-LAP brought to class for peer review</u> <u>-LAP DUE Sunday 4/30 by midnight</u></p>
4/25	Conference	NO CLASS	<i>-Work on LAP</i>
5/2	Finals Week	NO CLASS	<p><i>-All work must be submitted by midnight on Sunday 4/30</i></p>

*This is to be turned in on **April 18th** in class.

Grade Checklist

For a “C” complete the following	
All sections of LAP rubric have “met expectations”	
Demo Lesson completed	
YA roles and C project completed	
8 Daily Checks completed (2 of each role)	
Attended all but 2 classes (see attendance policy)	
Moderate Professional Dispositional Issues	

For a “B” complete all of “C” and the following:	
3 Researcher roles completed	
9-10 Daily Checks completed	
All but three Daily Checks were on time	
1 YA annotation	
YA roles and B project (or 2 C projects) completed	
Minor Professional Dispositional Issues	

For an “A” complete all of “C” and “B” and the following:	
11-12 Daily Checks Completed	
All but 1 Daily Checks were on time	
Essentials List completed	
YA roles and A project (or 2 B projects) completed	
Few, if any, Professional Dispositional Issues	
All work is completed and submitted by April 30th	

IMPORTANT: If there are revisions to the final LAP, the student's grade will be lowered one full letter grade

Based on the check list and information above, I _____, plan to earn a(n) _____ in the course this semester.

Additional Notes I need to know about your grade: _____

