

FORT HAYS STATE UNIVERSITY
AEP 821, EDUCATIONAL PSYCHOLOGY
3 Graduate Credit Hours

INSTRUCTOR: Dr. Elden Daniel
Phone: 719-480-2089 (Office)
e-mail: drdaniel@gojade.org

COURSE DESCRIPTION:

The Educational Psychology course explains the cognitive, linguistic, personal, social, and moral development of individuals as well as individual and group differences. This lesson also describes behaviorist and social cognitive views of learning, intrinsic and extrinsic motivation, and informal and formal assessments.

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:

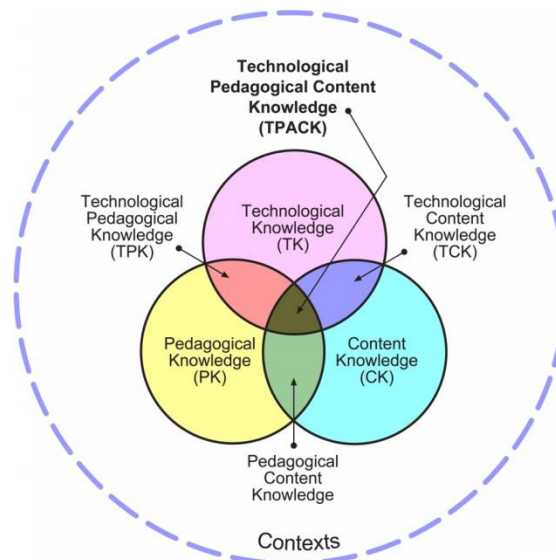
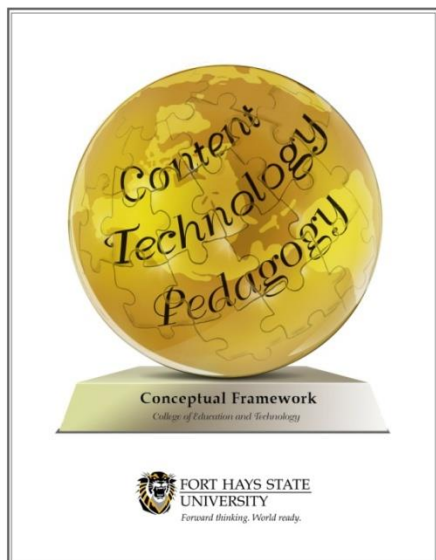
Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.

CURRENT MISSION:

Professional educators prepared at Fort Hays State University will have the knowledge, skills, and disposition to ensure excellence in teaching while actively investing in their own professional development.

DEPARTMENT MISSION STATEMENT:

The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.



www.tpck.org

The Conceptual Framework for Professional Educators at FHSU

Technological Pedagogical and Content Knowledge (TPACK)

TPACK 1 – Candidates integrate current and emerging digital tools to collect, analyze, and present information.

TPACK 2 – Candidates demonstrate proficiency in oral and written communication skills.

TPACK 3 – Candidates select, design, administer, and interpret a variety of appropriate assessments.

TPACK 4 – Candidates incorporate theories and research to design and implement effective learning environments for all students.

Technological Knowledge (TK)

TK 1 – Candidates model and teach safe, legal, and ethical use of digital information and technology.

Technological Content Knowledge (TCK)

TCK 1 – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.

Content Knowledge (CK)

CK 1 – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.

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<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
Pedagogical Content Knowledge (PCK)
<i>PCK 1</i> – Candidates make/facilitate curricular decisions based on data.
<i>PCK 2</i> – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
<i>PCK 3</i> – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.
<i>PCK 4</i> – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
Pedagogical Knowledge (PK)
<i>PK 1</i> – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
<i>PK 2</i> – Candidates engage in and reflect on professional learning opportunities.
Technological Pedagogical Knowledge (TPK)
<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.

Disposition Statement: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE definition, 2001)

Definition for **DIVERSITY**: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT definition: The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

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DIVERSITY PROFICIENCIES:

1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

SOCIAL MEDIA GUIDELINES FOR STUDENTS:

All social media sites created for instruction and communication purposes by Advanced Education Programs faculty will be set up as *secret* or private.

Site purpose

The purpose of the site will be stated by your instructor. It is in line with Advanced Education Program's mission to help prepare 21st Century learners and provide them content and pedagogical knowledge online via innovative technology. A general guideline will be: *This site is to be used exclusively for the purpose of responding to class discussions, assignment submission, uploading videos, and asking questions regarding course work. Your instructor has the right to remove any comments, discussions, questions, etc. that are not consistent with the stated purpose of this site.*

Know copyright laws

Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate

Always provide clear and consistent information based on research and fact.

Be respectful

It's okay to disagree, but be polite and constructive in your manner.

No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will be not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

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Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate

Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent

Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy

When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: Post about others as you would have them post about you.

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES

Students will . . .

1. Integrate processes and procedures for differing accounting for cognitive and linguistic development, for moral reasoning and behavior change over time, for differences in various cultural and ethnic groups, and for differences between males and females
2. Discover and implement classroom practices to enhance student intrinsic and extrinsic motivation
3. Build and incorporate instructional strategies in the classroom using Gardner's Theory of Multiple Intelligences and include expository instruction, lectures, mastery learning, direct instruction and cooperative learning
4. Organize classroom management practices to create a classroom culture, a community of learners, while dealing effectively with misbehavior, accommodating a diverse classroom and effectively communicating with parents
5. Design assessments that consider mental models, domain content, and problem construction and employ formal and informal assessment as appropriate

COURSE OUTLINE/CONTENT

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COURSE FORMAT

COURSE REQUIREMENTS:

Product One:

As you proceed through each lesson in this course, you will be required to access the appropriate course named online dual component lesson package. Each course's two-part package is currently identified by its title. Internal to each package there are related **Lesson Numbers**, and the single most important component in the EXAM Section is the **Tutorial**. Certainly focus on the TUTORIALS at a minimum prior to taking your subject matter EXAM. You can access your course at this web page: <https://www.leadershipcredit.info/dod-jrotc-certification/>.

Go to **paragraph 3** on the web page. PRINT and READ THE TWO-PAGE INSTRUCTION DOC. The only web browsers that will work are *Internet Explorer* or *Microsoft Edge*. You may ignore the Preparation, Discussion Questions, and Assignment sections at the course on-line link, but not the **Tutorial** or **Exam** sections. All additional course imperatives are contained in this document. No course textbook is required.

On the left sidebar of the web page are pedagogy support material enhancing your understanding of the critical subjects. Lesson Topics (*again, located on the left sidebar link with the course title*). This is pedagogy support material each student can work/process according to their own individual need and prior to completing their PRODUCT ONE Exam requirement.

Welcome - This section provides instructions on how to use this course, materials needed for this course, and references used in developing this course.

Directions for content sources:

Each lesson includes content sources, and in lieu of a textbook, material composed of narrative plus either links to articles, youtube presentations, or graphics. You will find yourself being more of a researcher than simply referring to a depository of content as is sometimes common when reading a traditional textbook as a way to gain content knowledge. You will find some of the content redundant, but in education we like to call this repetition which can be an instructional strategy. You also will find that sometimes the sources are not in agreement. This is okay too. Some sources will require careful and thoughtful reading while others will invite you to a less formal perusal. You will probably find the youtube presentations and the graphics particularly helpful for providing summaries of the content concepts. Feel free as a researcher to explore other websites to gather further information.

Explanation of Points

Product One: Evidence of completing the lessons is the submission of either a screenshot print of your online EXAM Score or the certificate of completion. This score is strictly a pass option

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with scores of 70% or more required. Exam must be retaken for any score below 70%. This is a must pass requirement. Exams with a score below 70% can be retaken until 70% or greater is achieved.

Product Two: Up to 150 Points will be awarded based on the quality and pithiness of the responses to discussion prompts.

Product Three: Up to 1500 points are available for your major student writing assignment. Final grade will be determined as a percentage of points earned calculated on total possible points.

Student Assignment Products to be submitted to instructor:

- 1. Product 1 Screenshot Print of your percentage score, or a Completion Certificate from the online course**
- 2. Product 2 Table showing postings to the Discussion Page**
- 3. Product 3 Culminating Activity—Writing Assignment**

Product 2: (150 points)

Product Two: You will receive from your course instructor access to this course's **discussion board**, which is not on the Fort Hays State University's Blackboard. Please follow your instructor's instructions provided in the email to meet your discussion board requirements. Any issues or questions about this requirement can be directed to your instructor by email inquiry or via a telephone call. Go to the AEP 821 discussion page at <http://www.leadershipcredit.info/discussion/viewforum.php?f=5> and post a discussion question from each chapter from the online course. (10 points) Respond to at least one other student's entry. (5 points) (*Remember: First-time users will need to establish their own userid and password upon receipt of email instructions from their instructor.*) While completing the online course you responded to discussion questions at the end of each lesson. Select your answer to one discussion question from each chapter, copy it and post it. The discussion question should be one that reflects on application of content in the classroom. Then look through the posting by other students and comment by responding to at least one of their posting. Choose a posting where you can reflect on the other student's posting in a way that can be constructive and relevant. For your convenience the discussion questions from the lessons are listed in the table below. Indicate which question you posted by highlighting the selected question and then record the date of posting. By posting the date it will be easier to verify your posting and facilitate rewarding points. Copy this table and submit it as product number 2.

Lesson	Discussion Questions	Date DQ Posted	Date Response Posted

1	<p>L1Q1 Recent research into best practices for teaching acknowledges that young people grow through a series of definable stages, and suggests that teaching should be matched to the developmental level of students. Teachers know that children develop skills and abilities in a somewhat predictable sequence, although not always at the same rate. Their development is influenced by both heredity and the environment, with the brain continuing to mature through adolescence. The developing brain is a remarkably "plastic" organ that is shaped by learning experiences throughout life. Recent findings published in the Proceedings of the National Academy of Sciences suggest that the brains of adolescents continue to mature throughout high school and up to age 21.</p> <p>What forms of reasoning do you typically see in students at the grade level you teach? What implications do these reasoning capabilities have for your own teaching?</p> <p>L1Q2 Four strategies for promoting student learning and cognitive development were described in your reading: guided participation, scaffolding, apprenticeships, and peer interaction.</p> <p>Teachers who guide a student through a new task, demonstrate a task, provide structure or guidelines, break a task into smaller and more manageable components, ask questions, or give frequent feedback, for example, are providing essential "scaffolding" for that student by supporting the student's early efforts.</p> <p>What kinds of scaffolding have you used to help your students develop new skills? Think of specific, concrete examples from your classroom instruction, and then write down at least two examples.</p>		
2	<p>L2Q1 Our beliefs about ourselves-our personalities, strengths, weaknesses-tell us much about our self-concept. How do you describe yourself? Are you a good teacher? Are you physically attractive? friendly? likable? moody? intelligent? empathetic? energetic? physically active? How do you think your students regard themselves? And how do you think this might influence their learning? How do self-concept and self-esteem affect the classroom performance of the students with whom you are working?</p> <p>L2Q2 Considering developmental stages in students' self-</p>		

	<p>views, as well as Erikson's psychosocial stages, characterize the age group(s) with whom you currently are working. What strategies can teachers use to promote good relationships among diverse students? How will you work with your students to encourage their empathetic behavior in the classroom? Discuss some age-appropriate strategies for them.</p> <p>L2Q3 Many of the students studied by Kohlberg were male. But do you think there are gender differences in moral reasoning? If so, what are they?</p>		
3	<p>L3Q1 Do you incorporate the eight intelligences in your teaching? Which the strongest for you? Are there other intelligences that you would like to develop for use in your teaching? Which ones? Based on what you have learned, how would you create a plan for applying the multiple intelligences in your teaching to ensure all students are honored?</p> <p>L3Q2 How are students from various cultural and ethnic groups apt to be alike and different from each other? Do you think ethnic and gender schemas exist as well? If so, in what ways might such schemas be helpful? In what ways might they be harmful? What can be done to provide equitable educational opportunities for everyone including both genders?</p>		
4	<p>L4Q1 We haven't learned something until we've changed our behavior, changed our thinking, or both. Behaviorists typically look for external evidence such as observable responses to stimuli in the environment. Cognitivists, on the other hand, are more interested in internal mental processes, such as attention, memory, transfer, and problem-solving. And social cognitivists focus on the learning that takes place when people learn through observation of others. Most learning theorists today agree that people construct knowledge from their experience rather than passively absorb it in the form presented to them. What are three or four different ways that learning occurs? What principles of learning were involved with each example?</p> <p>L4Q2 A concept provides a way of mentally grouping or categorizing objects or events. Students truly understand a concept when they know its defining features and can accurately identify both positive and negative examples of a concept. Discuss how you can promote conceptual change in your students providing at least two specific examples.</p>		

	<p>L4Q3 Transfer is fundamental to teaching and learning. Students who can transfer knowledge and skills across domains and into real-life situations demonstrate real learning. Reflecting on your own behavior, what examples of positive transfer can you think of? What examples of negative transfer can you think of? What are strategies you can use to promote transfer? How will you know when transfer has occurred?</p>		
5	<p>L5Q1 Behaviorist approaches are useful in promoting greater academic success and more appropriate classroom behavior, particularly when combined with cognitive approaches. How can teachers use classical conditioning to create classroom environments that conditions pleasure and relaxation responses to academic tasks rather than fear and anxiety?</p> <p>L5Q2 How can teachers use operant conditioning to increase the frequency of appropriate and productive student behaviors in the classroom? What are several strategies for reducing and possibly eliminating nonproductive or counterproductive classroom behaviors? As a teacher, under what conditions, if any, would you resort to punishment? How can reinforcement be used thoughtfully by teachers and not misapplied or overused? Provide at least one example.</p>		
6	<p>L6Q1 Describe the power of observation and modeling in learning. What are some of the basic assumptions of social learning theory? How can modeling reduce or increase self-efficacy? What are the four processes essential for effective modeling and how can a teacher use each of them effectively? How can teachers assist in encoding? Provide examples from your own experiences.</p> <p>L6Q2 What are some of the ways teachers can promote self-regulation in their students? These self-reflective behaviors have been described as metacognition. How can the three story intellect model or the active processing model help your students learn to ask higher order meta-cognitive questions? Provide at least one example from your experience.</p>		
7	<p>L7Q1 Why do think intrinsic motivation is more desirable in the classroom? What are ways teachers can use extrinsic motivation to reinforce intrinsic motivation? How can teachers minimize the likelihood that students will engage in self-handicapping behaviors? Students who underestimate or overestimate their abilities both run the risk of failure and disappointment. Reflect for a moment on what you do as a teacher to helping students construct a realistic appraisal of</p>		

	<p>what they can and cannot do.</p> <p>L7Q2 What are strategies teachers can use to increase the affiliation of students and therefore address their social needs? Be as concrete as possible in listing the strategies you use. Include any strategies that you may not be currently using but intend to use.</p> <p>L7Q3 How would you manage student anxiety in the classes you teach? Explain hot cognition, why it is a powerful learning tool, and describe strategies you have used or intend to use to include it in your teaching repertoire.</p>		
8	<p>L8Q1 What specific strategies (expository instruction, discovery/cooperative learning) do you use to help your students learn? Why do you prefer one over the other or do you find that a mix is best? Relate specific examples as to how your methods are working or how you believe they will work.</p> <p>L8Q2 How do you incorporate authentic activities into your classroom? Provide several examples of how these types of activities do or do not increase interest and learning.</p>		
9	<p>L9Q1 In what way do beginning and expert teachers often think differently when their students engage in nonproductive behavior? How can creating a classroom culture and a community of learners improve the possibility of student success? What are at least four strategies of dealing with misbehavior in the classroom without adversely affecting the classroom environment you have established? What is an example of one of your successes or an idea of how to improve your classroom management?</p> <p>L9Q2 Why do you think a supportive classroom environment is especially important when working with students from diverse ethnic backgrounds? Why is it important when working with students of low socioeconomic status?</p> <p>L9Q3 Reflect on the strategies you currently use to communicate with parents. How effective are they? If there is one thing that you might do differently when communicating with parents about a student, what would that be?</p>		
10	<p>L10Q1 What kinds of performance tasks are appropriate in the subject area you teach? What is the balance of formal and informal assessment you use in your classroom? How would you apply the principles of reliability, standardization, validity, and practicality to a portfolio? What are the</p>		

	<p>advantages and disadvantages of portfolio assessment? Discuss how you use this and other forms of assessment in your own teaching.</p> <p>L10Q2 How have you applied or do you think you will apply what you've learned about content knowledge, mental models, and problem construction to your own teaching?</p>		
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Product 3: (1500 points)

Culminating Activity – Writing assignment to provide a comprehensive summary of the course.

Objectives:

- Reflect knowledge from course lessons
- Demonstrate implementation and application to classroom and program
- Demonstrate writing skills and use of APA format

Submit Paper: To Dr. Elden Daniel, Instructor of Record

Student Writing Assignment:

Please respond to the following questions/statements in one paper. Please be thorough in your discussion. Each part should contain an introduction, main body and a conclusion /summary. Be sure to include a title page, number pages and include course title. Writing tip: Be sure to use spell check and grammar check and have someone proofread your paper before you submit it. (Your paper's combined responses should be between a minimum of ten to twelve pages in length.) Many students find that they need to write more pages to thoroughly cover the content of the writing assignment. That is okay!

The content source links for the information required to answer the assignments is listed in each part. Feel free to research for additional sources on the topics.

Part 1. How do self-concept and self-esteem affect the classroom performance of the students? Discuss Erikson's psychosocial stages and discuss Kohlberg's moral stages. Discuss the value of self-concept, self-esteem and positive self-talk. (3-4 pages) 300 points.

<https://www.simplypsychology.org/Erik-Erikson.html>

<https://www.simplypsychology.org/kohlberg.html>

<https://positivepsychology.com/self-esteem/>

<https://www.youtube.com/watch?v=dq4rB5RgzxQ>

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Part 2. Choose one of the following topics, discuss basic concepts and explain how you would relate to these concepts to your classroom experience. (2-3 pages) (400 points) A. Classroom management B. Instructional Strategies C. Personal, Social and Moral Development

A. Classroom management

<https://education.cu-portland.edu/blog/classroom-resources/classroom-management-strategies-for-high-school-teachers/>

<https://www.weareteachers.com/5-quick-tips-for-secondary-classroom-management-that-actually-i-promise-you-work/>

https://www.youtube.com/watch?v=W3fr4tm_mkE

<https://www.youtube.com/watch?v=nvZyE02EZ8U>

B. Instructional Strategies

http://www.fortheteachers.org/instructional_strategies/

<https://ctl.yale.edu/FacultyResources/Instructional-Tools>

<https://www.youtube.com/watch?v=kLnEhd3yCTc>

C. Personal, Social and Moral Development

<http://www.lotc.org.uk/why/personal-and-social-development/>

<https://www.youtube.com/watch?v=GTzBrjxKHLg>

<https://prezi.com/omxwsfmi7wnf/personal-social-and-moral-development/>

https://www.slideshare.net/jvirwin/theoriesofstudentdevelopmentchapter3?next_slideshow=1

<https://www.youtube.com/watch?v=x4HpTlc4jFI>

Part 3. Discuss the basic principles of human development and stages of cognitive development as described in the course. How can you apply this information in your work with students? (2-3 pages) (400 points)

<https://www.simplypsychology.org/piaget.html>

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

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Part 4. Research: Find two journal articles written by two different authors that are related to the topics in this course. Then: (400 points) (a) compare and contrast the theories (positions) presented in the articles, or (b) interpret each article and discuss implications for your practice or (c) write a constructive critique of each author's conclusion (2-4 pages)

Return your student assignment and a copy of your online completion certificate by email to:

Email submission:

drdaniel@gojade.org

Dr. Elden Daniel

Telephone: 719-480-2089

Students have one full semester to complete the written assignment. All papers should be in APA format. You may learn more about APA style online at apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers." A helpful guide to the APA 6th Edition manual can be found at <http://utsa.edu/trcss/docs/APA%206th%20Edition.pdf>.

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-93	1650-1535
B	92-85	1534-1403
C	84-76	1402-1254
D	75-67	1253-1106
U	66 or below	1105 or below
I		

Explanation of Points

Product One: Evidence of completing the lessons is submission of a scanned copy of the screenshot print of your online EXAM percentage score, or a scanned copy of your certificate of completion if available. This score is strictly a pass option with scores of 70% or more required. Exam must be retaken for any score below 70%. This is a must pass requirement. Exams with a score below 70% can be retaken until 70% or greater is achieved.

Product Two: Up to 150 Points will be awarded based on the quality and pithiness of the responses to discussion prompts.

Product Three: Up to 1500 points are available for your major student writing assignment. Final grade will be determined as a percentage of points earned calculated on total possible points.

EVALUATION CRITERIA:

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A 100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the candidate demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B 85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the candidate knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C 76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the candidate knows what to do, how to do it, or when to do it.

D 67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Candidate does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.

Possible points: 1650

Assignment	Points
Product 2	
Lesson 1 Post Discussion Question	10
Lesson 1 Post Response to Another Students Discussion Question	5
Lesson 2 Post Discussion Question	10
Lesson 2 Post Response to Another Students Discussion Question	5
Lesson 3 Post Discussion Question	10
Lesson 3 Post Response to Another Students Discussion Question	5
Lesson 4 Post Discussion Question	10
Lesson 4 Post Response to Another Students Discussion Question	5
Lesson 5 Post Discussion Question	10
Lesson 5 Post Response to Another Students Discussion Question	5
Lesson 6 Post Discussion Question	10
Lesson 6 Post Response to Another Students Discussion Question	5
Lesson 7 Post Discussion Question	10
Lesson 7 Post Response to Another Students Discussion Question	5

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Lesson 8 Post Discussion Question	10
Lesson 8 Post Response to Another Students Discussion Question	5
Lesson 9 Post Discussion Question	10
Lesson 9 Post Response to Another Students Discussion Question	5
Lesson 10 Post Discussion Question	10
Lesson 10 Post Response to Another Students Discussion Question	5
Product 3	
Culminating Assignment Part 1 Case Study	150
Culminating Assignment Part 1 Case Study	150
Culminating Assignment Part 2	400
Culminating Assignment Part 3	400
Culminating Assignment Part 4-Journal Articles	400
Total	1650

WRITTEN ASSIGNMENT CRITERIA

All written assignments must be typed and should conform to the basic principles of effective writing along with appropriate APA style guidelines, which is widely used in education. Also remember good writing involves an important balance of content and form.

FHSU Student Handbook

<http://www.fhsu.edu/studenthandbook/>