

**FORT HAYS STATE UNIVERSITY**  
**AEP 822, CLASSROOM MANAGEMENT**

**3 Graduate Credit Hours**

**INSTRUCTOR:** Dr. Elden Daniel  
  
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**COURSE DESCRIPTION:**

The Classroom Management course is to provide classroom instructors with the information needed to focus on the core principles and practices of classroom management. This course blends a humanistic, competency-based approach with an applied, research-based, behavior management approach to provide instructors with the best current thinking on effective classroom management.

**COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:**

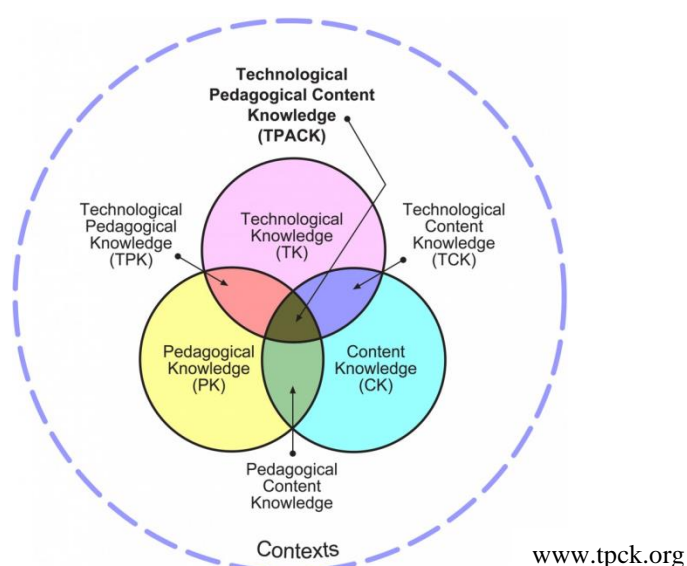
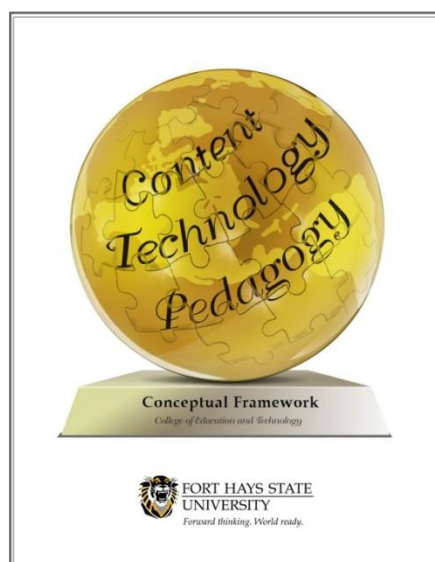
Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.

**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 21<sup>st</sup> 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.**



### The Conceptual Framework for Professional Educators at FHSU

<b>Technological Pedagogical and Content Knowledge (TPACK)</b>
<i>TPACK 1</i> – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
<i>TPACK 2</i> – Candidates demonstrate proficiency in oral and written communication skills.
<i>TPACK 3</i> – Candidates select, design, administer, and interpret a variety of appropriate assessments.
<i>TPACK 4</i> – Candidates incorporate theories and research to design and implement effective learning environments for all students.
<b>Technological Knowledge (TK)</b>
<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
<b>Technological Content Knowledge (TCK)</b>
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.
<b>Content Knowledge (CK)</b>
<i>CK 1</i> – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.
<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
<b>Pedagogical Content Knowledge (PCK)</b>
<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.
<b>Pedagogical Knowledge (PK)</b>
<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.
<b>Technological Pedagogical Knowledge (TPK)</b>

*TPK 1 – 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).

#### **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 21<sup>st</sup> 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 not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.*

**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. Distinguish between direct confrontation and problem-centered discussions and implement the most appropriate strategy for the situation and employ strategies for anger management
2. Conform with the ethical and legal aspects of schoolwide discipline in classroom practices
3. Implement the concept of a conduct and covenant management into classroom practice
4. Incorporate behavior-based strategies for reducing disruptive and rule-violation behavior:  
Strategy #1: Behavioral Contracting, #2: Individual Disruptive Incident Barometer, #3: Time-Out for Minor Disruptive Behavior, #4: Removal Time-Out for Severe Disruptive and Aggressive Behavior
5. Design and implement a plan for teaching classroom rules and consequences and present instructional procedures
6. Establish a plan for parent orientation and parent conferencing using aspects of Epstein's model

## **COURSE OUTLINE/CONTENT**

### **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 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.

*Revised on 4/5/2020 by rtg*

**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 Certificate of Completion from the online course**
- 2. Product 2 Table showing postings to the Discussion Page**
- 3. Product 3 Culminating Activity—Writing Assignment**

**Product 2:**

Go to the AEP 822 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><b>L1Q1</b> How should a systems-ecological perspective change the way in which we view students and their families? What are the implications of a systems-ecological perspective for classroom management?</p> <p><b>L1Q2</b> A student is annoying you with her disruptions of your learning activity. Should you be expected to treat her with unconditional positive regard? How do you handle her disruptions? How do you treat her at the start of the next day? Discuss some common disciplinary problems such as Froyen's 3 C's model of discipline and determine how different theories might address them.</p>		
2	<p><b>L2Q1</b> One of the <a href="#">characteristics of leadership</a> is to question the status quo, find opportunities, experiment, and take risks. What do you do to encourage this quality in your students? Compare and contrast direct confrontation with problem-centered discussions using experiences you have had as examples. What are the advantages of preplanning to discuss</p>		

	<p>problem behavior with a student?</p> <p><b>L2Q2</b> How do you handle your own anger? As you think about how you deal with anger, consider anger <a href="#">management strategies</a> for the classroom and discuss why they might be effective (or why not). Provide an example for your experience.</p>		
3	<p><b>L3Q1</b> Should schooling be defined as a privilege so that professional educators can more aggressively respond to problems without being so concerned about <a href="#">their legal rights</a>? Why do teachers need to be familiar with the laws that affect them?</p> <p><b>L3Q2</b> How do you respond to the contention that poor discipline is related to the erosion of the authority of teachers and administrators? In your opinion do students enjoy too many protections at the expense of good discipline?</p> <p><b>L3Q3</b> Go to <a href="http://thomas.loc.gov">http://thomas.loc.gov</a>. In the search block, type "education" and click "search." What bills relating to education have been introduced recently? Choose one and explain how this might affect you or your students, particularly as it relates to schoolwide disciplinary issues.</p>		
4	<p><b>L4Q1</b> How do you think changes in society affect the climate and culture of the classroom? Specifically, how does a diverse student body shape the process of group formation and the establishment of rules and procedures at the start of the school year? Cite several examples from your own experience as a teacher. How can the concept of a covenant and covenant management help to maintain discipline in the classroom? What are some strategies to develop trusting relationships with students and their families?</p> <p><b>L4Q2</b> Discuss the rules and procedures and the forming stage of the classroom group. What are the pros and cons of involving students in rule setting at the start of the school year? Describe the stages of group development and how you can use this knowledge to enhance the learning community. Do these stages of group development provide a realistic way to think about management priorities during the school year? Why or why not?</p> <p><b>L4Q3</b> Some people would criticize Glasser's approach to solving problems with individual students as impractical because it requires too much time. How would you answer this charge? Provide examples from your experience. Think of a time when you defused a tough situation. How did you do it? Why did it work? What are some positive strengths</p>		

	you already possess when trying to defuse a difficult situation and reach conflict resolution?		
5	<p><b>L5Q1</b> What are the pros and cons of authority? Is there such a thing as blind obedience? Can duty be taken to extremes and become detrimental? What are the key qualities expected of a successful leader? Explain why a successful teacher must have all four parts of the self developed-Planner, Builder, Relater, and Adventurer. How can you help your students take advantage of their strengths and improve their weak areas?</p> <p><b>L5Q2</b> What do you need to do in order to further develop your <a href="#">leadership qualities</a> in the classroom? What are the pros and cons of including students in the determination of rule-setting. What are some examples that you can think of for acknowledging responsible behavior in the classroom? Explain using examples from your experience. For Wolfgang, interventions are on a continuum from soft to hard. How do you use Wolfgang's techniques?</p>		
6	<p><b>L6Q1</b> How does empathy support teachers in their efforts to develop competent learners? Listening skills are important to displaying empathy and succeeding at withitness. What could you do to improve your listening skills in the classroom?</p> <p><b>L6Q2</b> Describe the utility of evidence-based practice. How would you use the following evidence-based techniques for behavior management:</p> <ul style="list-style-type: none"> <li>○ Task Engagement Program to track student engagement with assignments</li> <li>○ Break Cards to reward students for being on task or completing assignments. What reinforcer is inherent in this program?</li> <li>○ Response Cards to check student understanding</li> </ul>		
7	<p><b>L7Q1</b> How valuable do you think it is to precisely specify the target behavior on a behavioral contract? What might happen if a behavioral contract is written for a target behavior problem such as good behavior?</p> <p><b>L7Q2</b> How do you think behavioral contracting might be used to develop a consistent approach between home and school with a given child? What might be the role of parents? How effective are other strategies such as the signal time-</p>		



	<p>out? Provide some examples of using these classroom management techniques effectively. What do you think a teacher should do when a student demonstrates extreme dangerous behaviors, such as assaulting other students or teachers?</p>		
8	<p><b>L8Q1</b> Developing and maintaining classroom control requires both authority and power. In the minds of some, power has negative connotations, but in an educational setting, power is important to a teacher's success. But what do we mean by power? How is power related to authority? How do you exercise power in your classroom? Authority is conferred, but power is earned. Explain what you think this means. Record your thoughts on your role as a teacher. Consider the definition of power as you describe your role as an educator. Which type of power-or combinations of types-is most effective in the classroom, in your view? Why?</p> <p><b>L8Q2</b> What are the pros and cons of involving students in rule setting at the start of the school year? Your textbook asserts that the value of student collaboration in defining classroom rules is multifaceted. Which approach do you prefer and why? Develop a plan for teaching classroom rules and consequences, using the forms in Appendix A.</p> <p>a. How many items did you check for which you do not have a set procedure to teach?</p> <p>b. How many items received an asterisk to indicate that you do not have a procedure for that item but feel you should?</p>		
9	<p><b>L9Q1</b> Write down as many representative examples as you can of genuine collaboration between teachers and parents from your own experience. Identify several representative examples from your own experience of a lack of genuine collaboration between school and home. Brainstorm some ideas in your journal for conducting a parent interview. You can use a parent interview to practice your listening skills and acquire useful information about your students. A parent interview is an excellent "get-acquainted" exercise. It demonstrates that you are genuinely interested in families and their insights. Some questions to consider:</p> <ul style="list-style-type: none"> <li>• The student's likes and dislikes</li> <li>• What the parents expect from you</li> <li>• The types of hobbies and skills a parent might share with the class</li> </ul> <p>Compile a list of about 8-10 questions and arrange them in an interview format. Plan on using this interview format.</p>		

	<p>Teachers are often distressed because the parents who really need to be partners rarely are. Speculate about why these parents are not available. On the basis of your speculations, what could be done to increase these parents' participation in the education of their children? Refer to the reasons these parents do not now participate as you defend your suggestions</p> <p><b>L9Q2</b> Establish a plan for parent orientation and parent <a href="#">conferencing</a> using aspects of Epstein's model.</p>		
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### Product 3:

**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! Use the links below as content sources. 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. Choose one of the following topics about consideration in communication and write a summary on the topic. (1-2 pages) (150 points)

- A. Self-talk
- B. Body Language
- C. Listening and Speaking

- A. <https://www.mindful.org/4-common-types-self-talk/>  
<https://www.healthline.com/health/mental-health/self-talk#takeaway>  
<HTTPS://WWW.THEPATHWAY2SUCCESS.COM/HOW-TO-TEACH-POSITIVE-SELF-TALK/>
- B. [https://www.mindtools.com/pages/article/Body\\_Language.htm](https://www.mindtools.com/pages/article/Body_Language.htm)  
<https://www.smartclassroommanagement.com/2009/09/07/body-language-and-classroom-management/>  
<https://www.youtube.com/watch?v=rvzfnm9uk-0>

<https://www.youtube.com/watch?v=W3P3rT0j2gQ>

<https://www.youtube.com/watch?v=cYEqaeVC4Y>

- C. <https://www.thoughtco.com/active-listening-for-the-classroom-6385>  
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/607/3-Tips-for-Teaching-Speaking-and-Listening-Skills.aspx>  
<https://www.youtube.com/watch?v=RatORMzBY4s>

Part 2. Discuss legal issues in regards to school discipline. (1-2 pages) (150 points)

<http://www.centerforpubliceducation.org/research/law-and-its-influence-public-school-districts-religion-free-speech-and-due-process>

<https://www.raceforward.org/research/reports/historical-timeline-public-education-us>

<https://constitutioncenter.org/blog/10-important-supreme-court-cases-about-education/>

<https://www.youtube.com/watch?v=kb5jDSucfXo>

Part 3. Choose two of the following topics, discuss each and reflect upon how the concept may have application in your instruction. (300 points)

A. Covenant management (1-2 pages)

B. Conduct management (1-2 pages)

C. Reducing or eliminating disruptive and rule violation behaviors (1-2 pages)

- A. <https://www.scribd.com/doc/292832124/covenant-management>

<https://www.thoughtco.com/managing-student-conduct-7796>

<https://www.youtube.com/watch?v=km7X5kQYOg8>

- B. <https://www.aft.org/periodical/american-educator/winter-2003-2004/heading-disruptive-behavior>

<https://www.youtube.com/watch?v=QqFABbNbN2Q>

<https://www.youtube.com/watch?v=eKQtgY-sIhE>

Part 4. Describe a classroom management plan for the first few weeks of the school term applicable to your instructional setting. (2-3 pages) (300 points)

Part 5. Research: Find two journal articles written by two different authors that are related to the topics in this course. Then: (300 points) (2-4 pages)

(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

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

Email submission: [drdaniel@gojade.org](mailto: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](http://apastyle.org) or in any grammar handbook, such as: Diana Hacker's "Rules for Writers." A helpful guide to the APA 6<sup>th</sup> Edition manual can be found at <http://utsa.edu/trcss/docs/APA%206th%20Edition.pdf>

## EVALUATION PROCEDURES AND CRITERIA

### Grading Scale

Grade	Percentage	Points
<b>A</b>	<b>100-93</b>	<b>1335-1242</b>
<b>B</b>	<b>92-85</b>	<b>1241-1135</b>
<b>C</b>	<b>84-76</b>	<b>1334-1015</b>
<b>D</b>	<b>75-67</b>	<b>1014-894</b>
<b>U</b>	<b>66 or below</b>	<b>893 or below</b>
<b>I</b>		

### 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 135 Points will be awarded based on the quality and pithiness of the responses to discussion prompts.

Product Three: Up to 1200 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:***

**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: 1335**

*Revised on 4/5/2020 by rtg*

Assignment	Points
<b>Product 2</b>	
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
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
<b>Product 3</b>	
Culminating Assignment Part 1	150
Culminating Assignment Part 2	150
Culminating Assignment Part 3	300
Culminating Assignment Part 4	300
Culminating Assignment Part 5	300
Total	1335

### 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/>