University of Texas at El Paso
BED 5337/RED 5350: Mentoring for Literacy Educators (18784/18783)
Fall 2020

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and by appointment

Mondays, 5:00-7:50pm
Hybrid - LART 323/Zoom

Course Overview:
This course will explore the theory and practice of mentoring, coaching, and teacher development, particularly within the context of literacy education. We will examine topics related to adult/professional learning, school change, teacher reflection, cognitive coaching, and communication and feedback practices in coaching/mentoring. This is a practicum course, where you will be required to engage in at least six hours of hands-on application of key practices related to mentoring/coaching. The course will be delivered in a hybrid format, where six class sessions will take place virtually or in-person and ten class sessions will take place asyncronously online (check course schedule for details).

Course Objectives:
This course aligns with national and state standards for literacy leadership in school settings. In particular, the course aligns with the International Literacy Association's 2010 Standard 6: Professional Learning and Leadership, which has four elements:

> **ILA 2010 Standard 6.1:** Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

> **ILA 2010 Standard 6.2:** Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

> **ILA 2010 Standard 6.3:** Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

> **ILA 2010 Standard 6.4:** Understand and influence local, state, or national policy decisions.

These standards can be found at: https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-6.

In addition, the course aligns with Standard IV for Texas Reading Specialists:

> **Texas Reading Specialist Standard IV – Professional Knowledge and Leadership:**
> Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a

leadership role in designing, implementing and evaluating professional development programs.

Student Learning Outcomes:
By the end of this course, students should be able to:
(1) Identify and implement effective mentoring and coaching strategies in educational settings;
(2) Demonstrate and apply an understanding of adult learning and teacher learning processes;
(3) Engage in continuous reflection on their practice in teaching (and mentoring/coaching);
(4) Use video as a tool for self- and collaborative learning about teaching;
(5) Analyze the roles of literacy/instructional coaches and mentors in school settings;
(6) Apply effective communication and observation/feedback practices in a mentoring/coaching role.

Course Readings:
Required books:
Bean, R.M. (2012). *Best practices for literacy leaders: Keys to school improvement.* New York: Guilford. ISBN: 978-1-60918-941-9.

Toll, C.A. (2018). *Educational coaching: A partnership for problem-solving.* Alexandria, VA: ASCD. ISBN: 978-1-4166-2561-2. [Available at the UTEP Bookstore after 9/7 and at online retailers such as Amazon.com or Barnes & Noble.com]

Recommended books:
Dana, Nancy F. and Yendol-Hoppey, Diane (2008). *The reflective educator's guide to professional development: Coaching inquiry-oriented learning communities.* Thousand Oaks, CA: Corwin.

Lindsey, D.B., Martinez, R.S., Lindsey, R.B., and Myatt, K.T. (2020). *Culturally proficient coaching: Supporting educators to create equitable schools,* 2nd edition. Thousand Oaks, CA: Corwin.

Toll, C.A. (2014). *The literacy coach's survival guide: Essential questions and practical answers (2nd ed).* Newark, DE: International Reading Association. ISBN: 978-0-87207-156-8. [Available at online retailers such as Amazon.com or Barnes & Noble.com]

Sample required articles: [posted in Blackboard]
Darling-Hammond, L. & Richardson, N. (2009). Teacher learning: What matters? *Educational Leadership.*

Dweck, C.S. (2016/2006). Inside the mindsets. In *Mindset: The New Psychology of Success* (pp.3-41). New York: Ballantine.

Easton, L.B. (2008). From professional development to professional learning. *Phi Delta Kappan,* 89(10), 755-759.

Paley, V.G. (1997). Talking to myself in a daily journal: Reflections of a kindergarten teacher. In *On Becoming a Language Educator: Personal Essays on Professional Development.* Mahawh, NJ: Lawrence Erlbaum.

Palmer, P. (1998). The heart of a teacher: identity and integrity in teaching. In *The courage to teach: Exploring the inner landscape of a teacher's life* (pp. 9-33). San Francisco: Jossey- Bass.

Course Assignments:

Please turn in all class assignments on the designated due date. Points will be deducted for late submissions. No submissions will be accepted more than 3 weeks after original due date.

Introductory PPT Slide (2 points) – For this assignment, you will create one PPT slide with words and images that describe you. You may want to include: descriptors about yourself (personally and professionally), your interests/hobbies, and things that you care most about. To frame your introduction, you should either include a 2-3 minute audio recording on the slide, or write 200-300 words in your discussion posting about your slide. The purpose of this assignment is to learn about one another and begin to build our classroom learning community.

Mentoring Background Questionnaire (2 points) - Complete the following background questionnaire on mentoring/coaching. You can access the questionnaire at this [link].

Reflective Journal (3 points) – At the heart of this course are the notions of continuous professional learning and reflective practice. One key mechanism for engaging in continuous learning and reflection is through writing – particularly self-reflective writing such as in a journal. As part of this course, you will be asked to write two journal entries. Please find details and prompts in Blackboard. Points will be deducted for late responses.

Reading Responses (20 points total – 4 points/each) – To facilitate understanding of and discussion about the reading, you will be asked to do written responses tied to the required readings. The reading response should be 500-750 words in length, and should achieve three main things: (1) summarize the main arguments of the readings; (2) identify common themes/threads across the readings; and (3) make connections between the theme(s) of the reading and in relationship to your own (present or future) mentoring/coaching practice. You should also include any questions that you thought of while reading. You can earn up to 4 points for each reading response. Points will be deducted for late responses. A rubric, as well as a template for the response, can be found in Blackboard.

Discussion Postings (15 points total - 3 points/each) – During the semester, you will be asked to do discussion postings in Blackboard. Please see the syllabus for due dates and Blackboard for specific instructions. Points will be deducted for late submissions.

Teacher Rounds Activity (15 points) – In our class session in Week 7, you will have the opportunity to participate in a Teacher Rounds Activity based on a 5-minute video clip of a lesson that you record in your classroom/work setting. The products of this activity will be divided into three parts: on-time submission of 5-minute video clip and context/Problem of Practice (6 points); participation in in-class Rounds Activity (5 points); reflection on in-class Rounds Activity (4 points). Points will be deducted for late submissions.

Scripting of Coaching Conversation (5 points) - One key source of data in coaching is scripting. Scripting involves documenting the precise words and actions in a setting or interaction. In scripting an interaction (such as a classroom lesson), you create real-time data about what transpired, without judgment or evaluation. In this exercise, we will practice scripting a coaching conversation. Please follow the steps outlined in Blackboard.

Literacy/Instructional Coach Interview Report (10 points) – Another key component of this course is conducting an interview with a literacy coach or instructional coach. The purpose of the interview is to gain an understanding of how the coach views professional learning and development, and how they view teacher change within the context of literacy/biliteracy instruction. The interview should be approximately 15 minutes in length. As a product of the interview, you will write an interview report, where you summarize the key points made in the interview. The interview report will be due on Blackboard by October 18 at midnight; you will also submit this report as part of your practicum portfolio at the end of the semester. Points will be deducted for late submissions.

Coaching Project *(*15 points) – The purpose of the Coaching Project is for you to have the opportunity to apply and reflect on effective, research-based coaching/mentoring practices within the context of a lesson observation with a teacher partner – either from your work/school setting or from the course. As part of the project, you will need to conduct a two Coaching Conversations (Toll, 2018), each preceding and following a 45-minute observation of a literacy/biliteracy lesson led by your partner. Please find details, including due dates, in Blackboard.

Final Presentation (3 points) – You will have the opportunity to develop and present a 5-7 minute presentation of your coaching project. In the final presentation, you should include not only your reflections on the coaching project, but you should also make connections to the key concepts and educational research covered in the course. Your presentation should include visuals (using PPT or another program) and should be delivered virtually in our final class session via Zoom (Nov 30).

Final Reflective Essay (10 points) – Your final essay should be 1,000-1,500 words and should discuss key themes that arose in your practicum experiences (Teacher Rounds, Coaching Interview, Coaching Project) and underline those themes with at least four concepts from the course readings. As part of this essay, you should also reflect on the mentoring/professional development process more generally in order to articulate your own philosophy of mentoring/coaching. In other words, you should address the question of what kind of mentor/coach you would like to be and why. The more connections you make to the course readings (and possibly additional scholarly sources), the better.

Grading:

A	90-100 points
B	80-89 points
C	70-79 points
D	60-69 points
F	Below 59 points

Assessment of Student Learning Outcomes:

Assignment	Point Value	Learning Outcomes Assessed
Reading Responses	20 points	#1- 6
Discussion Postings	15 points	#1- 6
Scripting Exercise	5 points	#1,4,6
Teacher Rounds Activity	15 points	#1-4, 6
Coaching Interview	10 points	#2,5
Coaching Project	20 points	#1,2,3,5,6
Final Essay	5 points	#1-6

Technology Requirements:
Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

For the online live (Zoom) sessions of this course (roughly every other week), you will need to have access to a computer/laptop and webcam/microphone. For our online live (Zoom) sessions, I ask that you keep your camera on for interaction and engagement purposes.

Please also check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk, as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication:
Communication is a critical part of learning and course delivery. In this class, we will see each other roughly every other week via Zoom. In addition to those class meetings, these additional channels of communication are also available:
- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question.
- **Discussion Board**: If you have a question that you believe other students may also have, please post it in the "General Questions/Queries" thread on the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Online Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held via email on Mondays from 3-5pm.

Netiquette:
As we know, sometimes communication online is distinct from face-to-face communication and presents its own set of challenges. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.
- Always consider audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

A Note on Research/Inquiry:
The purpose of this course is to prepare master's level students to be effective mentors and facilitators of professional development. As part of this preparation, you will have the opportunity to engage in hands-on data collection and analysis through the mentoring practicum and teacher inquiry projects. Unless you have approval from the Institutional Review Board (IRB), no data collected as part of these projects should under any conditions be presented in any public outlet, for example, in a conference presentation, research colloquium, or publication. All participants shall remain anonymous.

Attendance Policy:
Attendance in the course is determined by participation in the learning activities of the course, including virtual sessions conducted via Zoom. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:
- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Absences in virtual/face-to-face meetings for any reason are discouraged. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

COVID-19 Precautions:
You must **stay at home** and **report** if you: (1) have been diagnosed with COVID-19; (2) are experiencing COVID-19 symptoms; or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Disability Policy:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal Educational Opportunity:
In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.

Academic Integrity:
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Plagiarism Detecting Software:
Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright of Course Materials:
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

University Resources:
UTEP provides a variety of student services and support:

Technology Resources
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Additional Course-Specific Resources:
Journals
The following journals can assist you in your practicum and inquiry project. These are just some examples. Most of them can be found electronically using the UTEP Library website:
Journal of Adolescent & Adult Literacy
The Reading Teacher
Language Arts
English Journal
Voices from the Middle
Research in the Teaching of English
Reading Research Quarterly
International Journal of Bilingual Education & Bilingualism
Bilingual Research Journal
Journal of Bilingual Education Research and Instruction

Professional Organizations
The following professional organizations can also serve as a valuable resource:

International Literacy Association – https://www.literacyworldwide.org/
National Council for Teachers of English – http://www.ncte.org/
Texas Association for Bilingual Education – http://www.tabe.org/
National Association for Bilingual Education – http://www.nabe.org/

Course Schedule:

Date	Topic(s)	Tasks & Assignments
Week 1: Online Aug 24	Introduction Setting the context for mentoring/coaching: School change and professional learning	Assignments: • Self-introduction PPT slide – due by 8/27 • Background questionnaire – due by 8/29 • Close reading of this syllabus – due by 8/30 • Close reading of article by Lois Easton, "From PD to Professional Learning" - due by 8/30
Week 2: Zoom Aug 31	Teacher learning/Professional Learning	Assignments: • Attend virtual class session in Zoom on 8/31 • Review of ILA Standards for Specialized Literacy Professionals (video & matrix) • Close reading of Darling-Hammond & Richardson, Teacher learning • Reading Response #1 (RR1) (three readings) due by Sunday 9/6
Week 3: Online Sept 7 [Labor Day]	Reflection and teacher identity Identifying your teaching mission/values	Assignments: • Close reading of Palmer, The heart of a teacher: identity and integrity in teaching • Mission/values exercise due by Thursday 9/10 • Teaching Journal #1: Personal mission/values statement (taken from exercise) due by Sunday 9/13
Week 4: Zoom Sept 14	Learning/Adult learning Introduction to cognitive coaching and cultural proficiency	Assignments: • Close reading of Lindsey et al, Key concepts from cognitive coaching and cultural proficiency • Discussion Posting #1 due by Sunday 9/20 • Secure all necessary permissions for video-recording in your classroom (due by 9/20)
Week 5: Online Sept 21	Mindsets and (professional) learning Preview: • *Identify literacy/ instructional coach for Coaching Interview*	Assignments: • Close reading of Dweck, Fixed and growth mindsets • View Carol Dweck video: https://www.youtube.com/watch?v=_X0mgOOSpLU • Conduct mindsets self-assessment • Read closely Harvard University, Leveraging video • Reading Response #2 (RR2) due by 9/24 at midnight • Discussion Posting #3 on "Leveraging Video" due by 9/27 • Record video clip of your classroom

Week 6: Online Sept 28	Cognitive coaching Preview: • *Identify literacy/ instructional coach for Coaching Interview*	Assignments: • Close reading of Costa & Garmston, Chapter 3 • Watch videos on cognitive coaching • Discussion Posting #3 on Costa & Garmston & videos by 10/1 at midnight • Scripting of cognitive coaching video – due by 10/4 at midnight • Identification of literacy/instructional coach for interview due by 10/4 at midnight
Week 7: Online Oct 5	Coaching and the Problem-Solving Cycle Preview: • *Conduct Coaching Interview* • *Identify Teacher Partner for Coaching Practicum*	Assignments: • Close reading of Toll, Chapters 1-3 • Close reading of Hendriksen & Richardson, Teachers are designers • Watch Teaching Channel video • Submit Problem of Practice & Video Context summary by 10/8 at midnight • Submit recorded video clip to team OneDrive Folder (accessed through Blackboard) by 10/8 at midnight • Gather additional data related to your problem of practice • Designate Logistics Leader on your team to set up TEAMS/Zoom meeting for 10/12; send link to all, including Dr. Mein (due by 10/8) • RR3 on Toll due by 10/11 at midnight

Week 8: Team Zoom/TEAMS Meeting Oct 12	Using video for collaborative professional learning
	
	Preview:
	• *Conduct Coaching Interview*
	• *Identify Teacher Partner for Coaching Practicum*
		Assignment:
		• Conduct Rounds Protocol via Zoom on 10/12 at 5pm – be sure to record your team meeting
		  o All team members script peers' videos in OneDrive
		  o Scribes take detailed notes in OneDrive
		• Submit recording link of team meeting to team OneDrive folder
		• Close reading of Troen & Boles, Rounds process
		• Close reading of Cuthbertson, Lights, Camera, Action
		• Reflection on Rounds Protocol due by 10/18 at midnight

Week 9: Online Oct 19	Analyzing & implementing effective coaching/mentoring practices Preview: • *Identify Teacher Partner for Coaching Practicum*	Assignments: • Close reading of Toll, Chapters 4-6 • RR4 on Toll due to Bb by 10/22 at midnight • Conduct coaching interview • Submit coaching interview report to Bb by 10/25 at midnight • Signed teacher partner commitment letter by 10/25 at midnight

Week 10: Face-to-Face with Zoom Option Oct 26	Teachers as literacy leaders Literacy coaches in elementary and secondary schools	Assignments: • In-class session (with Zoom option) on 10/26 o Bring Coaching Interview Report to class • Close reading of Bean, Chapters 1-2 • Close reading of T-TESS rubric • Set up Coaching Conversation #1 with Teacher Partner; date & time due by 10/29 • RR5 on Bean due by 11/1
Week 11: Online Nov 2	Implementing effective coaching conversations in context	Assignments: • Close reading of Bean, Chapters 3-4 • Review Toll, Chapters 4-5 • Develop "Planning" section of Coaching Conversation #1 (CC1) template • Conduct Coaching Conversation #1 with Teacher Partner • Complete CC1 template and submit by 11/8 at midnight • Discussion Posting #4 on CC1 by 11/8 at midnight • You may conduct your classroom observation or collect video observation this week, following CC1
Week 12: Online Nov 9	Coaching dilemmas	Assignments: • Close reading of Toll, Chapter 8 • Discussion posting #5 on Toll, Chapter 8 by 11/12 at midnight • Conduct your virtual or in-person classroom observation/video observation • Complete and submit observation template by 11/15 at midnight
Week 13: Zoom Nov 16	Implementing effective coaching practices in context: observation and coaching conversations	Assignments: • Attend Zoom class session on 11/16 at 5:00pm • Close reading of Bean, Chapter 7-10 [choose one chapter, based on your area of focus] • Develop "Planning" section of Coaching Conversation #2 (CC2) template • Conduct Coaching Conversation #2 with Teacher Partner • Complete CC2 template and submit by 11/22 at midnight • Discussion Posting #5 on observation and CC2 by 11/22 at midnight
Week 14: Online Nov 23	Reading /literacy policy and practice	Assignments: • Close reading of Bean, Chapter 17 • Coaching Project Reflection due by 11/29 at midnight

		• Prepare for virtual presentation on Coaching Project (11/30)
Week 15: Zoom Nov 30	Coaching Project presentations	Assignments: • Attend virtual class session in Zoom on 11/30 • Give final presentation on Coaching Project (5-7 minutes/person)
Week 16: Exam Week - Online Dec 7	Wrapping up	Assignments: • Final essay due by 12/10 at midnight

*Syllabus is subject to change