

EDLE 2010.002 How Schools Work Fall 2024 (8w2)

Welcome to the **EDLE 2010.400** course! This syllabus is designed to help you become successful while in class and after taking the course.

Instructor Information

Course Name	Teaching Science EC-6
Instructors' Name	<u>Mila Rosa Librea-Carden</u> , PhD
Office Location	On-line via Zoom™ Matthews Hall-218-H
Office Hours	Thursdays: 2-4PM Tuesdays: 1-3PM
Email:	mlarosa.carden@unt.edu

Course Description and Structure

This is an 8-week, face-to-face and 1.5 credit course that provides future teachers with an understanding of how schools work at the local, state, and federal levels. Content is covered through a lens that ensures all students learn, succeed, and thrive in school and beyond. Particular attention will be given to topics such as community, school funding, assessment, programs, curricula, policy, roles, professional learning, professional associations, and school safety.

Course Objectives: Students will:

1. Engage in reflection and critical analysis of how schools work within larger systems.
2. Develop a deeper understanding of the various support roles and professional systems available in schools, especially towards the end of strengthening school-community partnerships.
3. Investigate and reflect on K-12 school experiences, drawing on experiences at the classroom, school, and community-level.
4. Analyze and critique case studies of school communities.
5. Identify and explore existing disparities within schools or across schools within a district.

How to Succeed in this Course

Class meetings:

Attend all our class sessions every Tuesday and Thursday from 11:00 A.M. to 12:20P.M. in Matthews Hall 308.

Since this is only an 8-week course, **excessive non-participation (Video check-ins or any assignments/discussion posts) in a timely manner, will result in a failing grade for this course.** For example, **missing (2) or more discussion posts or any other activity/assignment**, will result in the inability to complete the course and **result in a failing grade.**

Communication Expectations:

Office hours: I am available for an in-person consultation on Thursdays 2-3:30PM (Matthews Hall, 218-H). If for some reason, you are unable to meet during this time, please send me a message through canvas or email. One of the critical indicators of your success in this class is **communication**. Canvas is my primary tool for sharing information about course assignments and activities. Please email me or send me a Canvas message for any questions, concerns, and non-office hour appointment requests.

I follow a 48-hour rule for email response. I always try to respond in this window and ask you to do as well. If an email comes in Friday (last workday of the week), I will respond by Monday.

- CLEAR has a webpage for students that provides Online Communication Tips that you can use in thinking about how to communicate with your instructors

(<https://digitalstrategy.unt.edu/clear/online-communication-tips.html>).

Your success is important to me, so I HIGHLY encourage you to communicate your class related concerns promptly.

University Resources: UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to [scrappysay](http://scrappysay.com).

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to class. I ask that all discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable.

Accommodation

Together with UNT, I am here to provide you with accommodation you may need. Please reach out.

“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver

letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323."

Required/Recommended Materials Readings:

All chapters, articles, and other readings will be provided and accessible as pdfs and/or hyperlinks via Canvas (see course outline below for more details).

Digital Learning Statement: To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (<https://online.unt.edu/learn>).

Course Requirements

Attendance and Participation (15%)

Attendance (5 %) This course is fast paced and organized around high levels of collaboration. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, you may miss one class with a valid excuse (see university policy below for excused absences) and not face penalties related to your grade (thus you are encouraged to save this absence for illness or emergencies that may arise). You must let me know as soon as possible if you will be missing class. It is your responsibility to obtain all notes and handouts missed during your absence. All assignments are due on dates indicated on the syllabus regardless of your absences. A second absence will result in a loss of points from the total grade (see points distribution below).

Excessive absences and lateness/early departure: In the event that you miss three or more classes, you will receive a failing grade unless agreed upon circumstances between you and the university allow it. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure (arriving more than 15 minutes late or leaving more than 15 minutes early) will result in the lowering of a final grade at my discretion. Please note: it is your responsibility to drop this course, if necessary.

Per [university policy 06.039](#), an excused absence falls under the following categories:

- religious holy day, including travel for that purpose;
- active military service, including travel for that purpose;

- participation in an official university function;
- illness or other extenuating circumstances;
- pregnancy and parenting under Title IX; and
- when the University is officially closed.

Examples of absences considered extenuating circumstances include:

- Temporary disability or injury
- Extended medical absence or hospitalization
- Illness of a dependent family member
- Major illness or death of a loved one, which may include immediate family members of the student, spouses/partners, and others as deemed appropriate by the Dean of Students office
- Car accident that takes away transportation
- Housing emergencies
- Significant mental health concerns

For absences related to significant illness or extenuating circumstances, faculty can request that verification/documentation of absence go through the Dean of Students office.

If you cannot attend a class for any reason (including those not listed above), please notify me as soon as possible. Likewise, for reasons not listed above where a missing class is unavoidable, please let me know so we can devise an alternate plan. *It is my discretion to excuse absences for reasons not listed above*, and you must communicate with me.

Examples of extenuating circumstances considered to be a matter between the faculty member and student include:

- Professional school interviews
- Conference attendance
- Receiving academic awards such as scholarships or other academic honors
- Missing class due to being waitlisted (only applicable prior to census date)
- Personal travel
- Short-term illnesses and doctor appointments (Flu, covid, strep, cold, etc.)

Participation (10 %) To ensure a high participation grade, come to class having read the assigned readings for the week. Full participation is required from the class. What counts as full participation will of course look different depending on the student but in general class participation includes completing in-class activities, quiz and homework. You may demonstrate participation through all of the following ways:

- Asking questions or sharing ideas through video check-ins and discussions
- Going above and beyond to respond and reflect on classmates' online discussion posts (**Be thorough and specific**)
- Talking, writing, and coordinating efforts with others.
- Asking questions and adding ideas to discussion posts.

- Completing thoughtful and thorough assignments where you engage and respond to instructor comments.
- Demonstrating careful attention to assigned readings, videos, podcasts.

You will also make a self-evaluation of your participation and attendance. See Canvas for the evaluation tool/rubric.

“A student is responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate excused absence, and delivering the request personally to the faculty member assigned to the course for which the student will be absent. (Reference: 06.039 Student Attendance and Authorized Absences, p. 2)

“When an absence is excused, the faculty member will provide a reasonable time after the absence for the student to complete an assignment or examination missed.” (Reference: 06.039 Student Attendance and Authorized Absences, p. 2) NOTE: Reasonable time means no fewer than 10 days.

Discussion Posts (3 total, 15%)

In these assignments, you will summarize and reflect on key learnings from specific weeks. Your post should be concise and demonstrate that you have read and digested all of the readings and other materials assigned for that week. The discussion posts are due at the beginning of the week, and I will use them to facilitate our whole class discussions. Please do not summarize articles in this post, rather, write in a way that indicates you have truly processed the most important topics for that week. These posts should be about 100-200 words total and will be submitted via Canvas by the deadline indicated in the course schedule below.

Discussion Posts Rubric Criteria Points (created using Copilot)

Criteria	Excellent (1)	Good (0.8)	Satisfactory (0.6)	Needs Improvement (0.4)	Unsatisfactory (0.2)
Completeness	Thoroughly addresses all aspects of the prompt with detailed responses. Words between 100-200 words.	Addresses most aspects of the prompt with clear responses. Words between 100-200 words.	Addresses the prompt with basic responses. Words between 100-200 words.	Partially addresses the prompt with minimal responses. Words less than 100 words.	Does not address the prompt or responses are incomplete. Words less than 100 words.
Description	Provides detailed and vivid descriptions that enhance understanding.	Provides clear descriptions that are easy to understand. Connects to personal experience	Provides basic descriptions that are somewhat clear. Connects to personal experience but limited details.	Provides minimal descriptions that lack clarity. No connection to personal experience.	Descriptions are unclear or missing. No connection to personal experience.

	Connects to personal experience				
Application of Readings	Effectively applies concepts from readings with insightful connections.	Applies concepts from readings with clear connections.	Applies some concepts from readings with basic connections.	Minimally applies concepts from readings with weak connections.	Does not apply concepts from readings or connections are unclear.
Clarity	Writing is clear, concise, and well-organized with no grammatical errors.	Writing is mostly clear and well-organized with few grammatical errors.	Writing is somewhat clear and organized with several grammatical errors.	Writing lacks clarity and organization with many grammatical errors.	Writing is unclear, disorganized, and has numerous grammatical errors.
Engagement	Actively engages with peers' posts, providing thoughtful and constructive feedback (responded to peer's post appropriately; response according to the number of peers requires to respond to)	Engages with peers' posts, providing relevant feedback (responded to peer's post appropriately; response according to the number of peers requires to respond to)	Engages with peers' posts, but feedback is basic or limited. (responded to peer's post appropriately; response according to the number of peers requires to respond to)	Rarely engages with peers' posts or feedback is minimal.	Does not engage with peers' posts.

Communication Performance Task (20%)

Schools work because of clear and concise communication.

Goal: Use the three email composition prompts listed below to compose professional emails. Each email should be on a separate page. Each email should include all of the components of a professional email. You will submit a total of **3 emails**.

- **Subject line:** A short, clear, and specific subject line that indicates what the email is about. For best open rates, keep the subject line to seven words or fewer.
- **Salutation:** A simple greeting that acknowledges the sender and sets a professional tone. Examples include "Dear Mr. or Mrs.," "Hello," or "Greetings".

• **Email body:** A concise and engaging message that delivers value to the recipient and follows through on the subject line. • **Sign off:** A final phrase or word followed by your name and email signature. For example, "Sincerely, John Doe".

• **Signature:** Includes your name, position, address, contact details, and relevant professional links.

Prompts:

1. Compose an email to your mentor teacher or former professor asking for help with an issue/project/dilemma you are facing in your first year of teaching (e.g., classroom management issue, communicating and/or asking for help from your AP or principal). Be specific about your question and why you think the person you are reaching out to is equipped to help.
2. Compose an email to parents/guardians of students in your class. The purpose of the email should be clear and the actual message concise. The purpose should be to communicate a specific policy, make an announcement (field trip, class routine change), or ask for parental involvement support.
3. Compose an email to your school's principal proposing a May field trip. Include learning outcomes and a rough estimation of the budget needs. Also include a timeline for planning purposes (e.g., tickets purchased, permission forms sent out, etc.)

Rubric for Communication Task Criteria Points (created using Copilot) (Total points: 15)

Criteria	Excellent (1)	Good (0.8)	Satisfactory (0.6)	Needs Improvement (0.4)	Unsatisfactory (0.2)
Complete	Assignment is thoroughly complete with all details and additional relevant information.	Assignment is complete with all necessary details.	Assignment is complete but lacks some minor details.	Assignment is mostly complete but missing some components.	Assignment is incomplete or missing major components.
Professional	Highly professional tone and language, setting a positive impression.	Professional tone and language throughout.	Generally professional but with minor lapses.	Somewhat professional but inconsistent tone or language.	Lacks professionalism; informal tone or inappropriate language.

Clarity	Exceptionally clear and easy to understand, with no ambiguities.	Clear and easy to understand with minor improvements needed.	Mostly clear but with minor ambiguities.	Somewhat clear but with several confusing parts.	Unclear and difficult to understand.
Followed Instructions	Followed all instructions precisely and accurately.	Followed instructions with very few deviations.	Mostly followed instructions with minor deviations.	Partially followed instructions; some deviations.	Did not follow instructions; major deviations.
Engagement	Highly engaging, captivating, and maintains interest from start to finish.	Engaging and maintains interest throughout.	Generally engaging with some interesting elements.	Somewhat engaging but lacks consistency.	Not engaging; fails to capture interest.

Final Project (40%)

Objective of the project:

The project aims to explore the role, responsibilities, challenges, and perspectives of school professionals to gain a better understanding of how schools work and how they operate and contribute to student success. The information obtained from these interviews will provide a more comprehensive understanding of how schools operate as dynamic entities. This understanding will help raise awareness of the complex and crucial roles that school administrators and educators play. Ultimately, this interview will provide you with information that will be useful in preparing you to become future teachers.

Project Structure:

Students will interview **preferably** a school administrator or a teacher. If they are not available, you can interview any school staff to gain insight about how schools work and address the following aspects:

1. Roles and Duties: Explore the daily tasks and roles of administrators and educators.
2. School Function: Explore how school manage resources, implement policies, and address student needs.
3. Challenges and Solutions: Identify the difficulties faced by school professionals and their strategies to overcome them.
4. Collaboration and community participation: Examine how schools foster cooperation among staff and involvement with parents and the surrounding community.
5. Vision for the future: Understand the perspectives of school professionals on the future of education and ways schools can develop.

Interview format and questions:

Students will conduct semi-structured interviews, comprising open-ended questions provided by the instructor (see Canvas), as well as follow-up questions from the students if needed to ensure a meaningful conversation.

TIPS when interviewing:*Before the interview:*

- 1) Ask your interviewee about their preferred time and if they would like the interview to be conducted in person or online.
- 2) Let your interviewee know that this is a course project and that they will remain anonymous with no identifiable details included in the report unless they agree otherwise. You can provide them my contact details should they have questions.
- 3) Honor their schedule by arriving promptly for the interview.
- 4) It is recommended to record the interview but ask permission before recording. If they do not want to be recorded, let them know that you will be taking notes.

During the interview:

- 5) During the interview, treat it as a conversation but refer to your list of questions to guide your conversation.
- 6) Practice active listening by allowing the interviewee to speak more than you do. Pose additional questions if you need more clarity and if it is necessary for a meaningful and productive conversation.
- 7) It is okay if they opt out from responding to your question and stop the interview.
- 8) Don't forget to thank them after the interview.

*Interview questions can be downloaded from Canvas.

Learning Output:

1. The student will submit the signed consent letter from the interviewee.
2. The student will submit a 2-page reflection paper including insights obtained from the interview. You will address the following reflection prompts:
 - a. Identify whether the interviewee is a school administrator or a teacher or the position they hold. Assign a pseudonym to your interviewee for the reflection paper.
 - b. Reflect on the responses that address their role/duties, challenges and solutions, collaboration, and vision. You should include a representative quote to support your reflection.

For example: My interviewee is an administrator at an elementary school. As an administrator, open communication is crucial to ensure smooth operation of the school. She /he/ they said. _____ (write the direct quote from the interview)

- c. Write a concluding paragraph describing your learning from the interview that will be useful in your future teaching career. This concluding paragraph should include personal connection with the reading in class (at least one reading) and your personal experience.

Rubric for Interview Project Criteria Points (created using Copilot) (Total points: 40)

Criteria	5 Points (Excellent)	4 Points (Very Good)	3 Points (Good)	2 Points (Satisfactory)	1 Point (Needs Improvement)
Introduction of Interviewee	Thoroughly introduces the interviewee and their role in education.	Clearly introduces the interviewee and their role with minor details missing.	Introduces the interviewee and their role but lacks clarity and detail.	Briefly introduces the interviewee with significant details missing.	Fails to introduce the interviewee or their role.
Role Contribution	Clearly describes how the interviewee's role contributes to the schooling system and clearly references the guiding sub-questions.	Describes the interviewee's role and contributions with minor details missing. Makes a good amount of reference to guiding questions.	Describes the role but lacks clarity on contributions and best practices. Somewhat follows guiding question.	Briefly describes the role with significant details missing. Does not follow guiding questions.	Fails to describe the interviewee's role and contributions.
Challenges and Solutions	Thoroughly discusses challenges and solutions with appropriate supporting quotes from the interview. Ample quotes included.	Discusses challenges and solutions with a fair amount of detail and includes direct quotes. Quotes apply to analysis, but at times seem random.	Discusses challenges and solutions but lacks detail and direct quotes.	Briefly discusses challenges and solutions with significant details missing. Does not adequately include quotes.	Fails to discuss challenges and solutions.

Reflection on Interview	Provides a deep reflection on the interview, including surprising, encouraging, or powerful insights with appropriate and ample supporting quotes.	Reflects on the interview with a fair amount of detail and includes direct quotes. Quotes might seem randomly applied.	Reflects on the interview but lacks depth and direct quotes.	Briefly reflects on the interview with significant details missing. Does not adequately include quotes.	Fails to reflect on the interview.
Connection to Course	Clearly and frequently connects interview responses to course readings and discussions using APA formatting.	Connects interview responses to course content with minor details missing and attempts to use correct APA formatting. Connections to the course might lack clarity.	Connects interview responses to course content but lacks clarity and proper APA formatting.	Briefly connects interview responses to course content with significant details missing. Does not attempt APA formatting.	Fails to connect interview responses to course content.
Conclusion and Takeaways	Thoroughly describes takeaways from the interview and their application to their future teaching career. Shows a strong emerging understanding of how schools work.	Describes takeaways and their application with minor details missing. Shows a growing understanding of how schools work.	Describes takeaways but lacks clarity on application and impact.	Briefly describes takeaways with significant details missing.	Fails to describe takeaways and their application.

Professionalism and completeness	Submitted all materials on time, followed directions, and demonstrated clear pride in their submitted work.	Demonstrates a good level of professionalism by completing the assignment and submitting it on time. Shows minor lack of care in the work submitted.	Attempts professionalism but shows either a lack of care in their work, the work is incomplete, or the work is submitted late.	Lacks attention to detail and has rushed to complete the project. May have submitted late or incomplete work.	Fails to submit work at a collegiate standard.
Formatting	Clearly and accurately follows format guidelines	Follows most formatting guidelines with minor deviations.	Follows some formatting guidelines but has several deviations.	Does not adequately follow formatting guidelines.	Fails to follow formatting guidelines.

TOTAL BREAKDOWN OF COURE FINAL GRADE

Assignment	Individual Value	Total Count	Total Value	% of Grade
Class Participation				
Syllabus Quiz	5 points	1 introduction	5 points	10% of total grade
TEA Quiz	5 points	1 Quiz	5 points	
In-class Activities	5 points	TBD	TBD	
Self-evaluation	10 points	1	10 points	
Attendance	5points	8 sessions	40 points	5% of total grade
Discussion Posts	5 points each	3 posts	15 Points	15 % of total grade
Communication Tasks	5 points each	3 emails	15 Points	20 % of total grade
Interview	40 points	1 interview	40 Points	40% of total grade
TOTAL		13 Submissions	100 Points	100%

Grading

A = 90%-100%

B = 80-89

C = 70-79

D = 60-69

F = below 60%

Academic Integrity Policies:

Students who use other people's work without citations will be violating UNT's Academic Integrity

Plagiarism and Artificial Intelligence Generative AI programs often produce text that is plagiarized: it takes words and ideas from sources without attribution. Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. See Academic Integrity Standards and Consequences regarding UNT policy on plagiarism (<https://policy.unt.edu/policy/06-003>).

Policy. Please read and follow this important set of [guidelines for your academic success \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

Honor Code: "I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by [UNT Student Academic Integrity Policy, 06.003 \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."

Generated AI Policy (GenAI)

What is GenAI?

"Generative Artificial Intelligence (GenAI) refers to software systems and platforms that create new content, such as text, images, audio or video using generative models. These models identify patterns from large datasets, enabling them to generate data in response to specific prompts, which in many ways can resemble human-created content." (UNT Academic Integrity Guidance on GenAI, 2021, p.1)

Limited Use

Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments, with guidance on responsible use. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce.

In accordance with the UNT Honor Code, unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity

Declaration Statement (UNT)

I use GenAI to [insert action(s) here, e.g., enhance materials, streamline tasks, generate prompts, create scenarios, draft syllabi, build study guides, analyze performance]. I will always disclose how I use GenAI, and I expect the same from you.

AI Use Guidelines:

- You can use this as reference but DO NOT submit generated AI work.

- UNT policies apply to any form of cheating and plagiarism.
- Declare use of AI.

Other example of Declaration Statement:

I am adopting declaration statement guidelines and sample statement from Monash University. All information on this section are from this source.

“Very briefly explain the ways that you have used AI in the production of this assessment.

- Explain which AI tools you have used and for what purposes.
- If you have found and used tools on your own, explain why these tools were selected and provide a URL link to the tool.
- Note the number of iterations undertaken with each main AI collaborative tool.
- Describe what output from the tool/service has been included, and where.
- Summarise how you have altered, adopted, or built on the AI output.

In addition to using this summary to provide an overview of how AI has been used, it is strongly recommended that you also carefully document the processes undertaken in creating the assessment and to be able to present this process evidence upon request from educators or administrators.”

Suggested Format:

I used [insert AI system(s) and link] to [specific use of generative artificial intelligence] [number of iterations/drafts]. The tool was used to provide [describe content used in task]. The output from this tool was modified by [explain use].

How to Cite ChatGPT

APA Example: AI Response (with Citation)

Prompt: Was Sir John Monash a good man?

“Sir John Monash is widely regarded as one of Australia's greatest military leaders and is also considered a respected engineer and administrator. His contributions to the military and to society as a whole have been praised by many, so it can be said that he was a good man. However, as with any historical figure, opinions may vary.....” (OpenAI, 2023)

Reference

OpenAI. (2023). *ChatGPT* (Jan 9 version) [Large language model] <http://chat.openai.com/chat>

Online Resources/Courses to learn more about AI use:

AI FUNDAMENTALS PART 1: DEMYSTIFYING AI

AI FUNDAMENTALS PART 2: HOW YOU CAN USE AI

AI Declaration Statement: If you use any AI tools in your writing, provide a statement that describes how it was used in your writing. Also, cite the tool. Otherwise, it will be considered plagiarism if there is no declaration.

WELCOME TO THE CLASS!

DR. CARDEN

Wk	Date	Topic	Assignments (due date) *See Canvas for detailed description of Assignments
1	March 18-March 20	Introduction to the course + How have schools worked for you?	Class Participation 1 (March 20) Class Participation 2 March 20)
2	March 25-March 27	School = community Readings: In Canvas	Class Participation 3 (March 25) Discussion Post 1 (March 25)
3	April 1-April 3	Caring in School Readings in Canvas	Class Participation 4 (April 1)
4	April 8-Paril 10	Schools don't work without teachers. Guest Speaker April 10 Readings in Canvas	Class Participation 5 (April
5	April 15-Paril 17	Leadership and schools. Guest Speaker (April 15) Readings in Canvas	Class Participation 6 (April 15) Discussion Post 2 (April 17)
6	April 22-April 24	Public policy and schools. Guest Speaker (April 24) Readings in Canvas	Communication Performance Task (April 24)
7	April 29-May 1	Bringing it all together: What is a school without students?	Class Participation 7 (April 29) Discussion Post 3
8	May 6-May 8	Final Project	Final Project: Interview (May 6)