Writing Course Review Form (12/1/08)

I. General Education Review - Writing Course

Dept/Program Subject | Health & Human Performance |
----------------------|----------------------------|
Course # (i.e. ENEX 200) | HHP 301 |

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Arthur Miller</td>
<td></td>
<td>2/2/09</td>
</tr>
<tr>
<td>Phone / Email 5238</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:arthur.miller@mso.umt.edu">arthur.miller@mso.umt.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Chair Scott Richter</td>
<td></td>
<td>2/4/09</td>
</tr>
</tbody>
</table>

III Overview of the Course Purpose/Description: Provides an introduction to the subject matter and explains course content and learning goals.

The course is designed to provide prospective teachers the skills necessary to be effective Middle & Secondary School Physical Education (Health Enhancement) teachers in public and/or private schools. Theoretical knowledge will be gained from the readings, discussions, and lectures. Practical applications will be gained from micro teaching sessions and guest visitations. Public school visitations and lesson planning will also add to the practical experience. At the end of the semester the student should be able to:

- Demonstrate effective station teaching skill
- Demonstrate effective demonstration teaching skills
- Demonstrate the ability to effectively execute the Fitnessgram to secondary students.
- Design an effective discipline policy for secondary students.
- Design effective grading criteria for secondary schools.

This class, upon successful completion, satisfies the upper division writing course requirement. At the end of the semester the student should be able to:

- Find, evaluate, analyze and synthesize information effectively from diverse sources.
- Pursue important Physical Education and teaching questions for academic inquiry.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to Physical Education.
- Develop competence in information technology and digital literacy.

IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<p>| Student learning outcomes: Use writing to learn and synthesize new concepts | Students will successfully complete 12 journal article critiques |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Students will successfully complete 12 free writing assignments</td>
</tr>
<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Students will successfully complete a research paper on a topic appropriate to their field of study</td>
</tr>
<tr>
<td>Revise written work based on constructive feedback</td>
<td>Students will revise work on 2 papers. First is a research paper and second is the philosophy (statement) paper</td>
</tr>
<tr>
<td>Find, evaluate, and use information effectively</td>
<td>Students will successfully demonstrate finding, evaluating, and using library research skills through the completion of a research paper. Students will successfully demonstrate Library Information Literary standards.</td>
</tr>
<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>Students will successfully complete lesson plans, visitation papers, and a special topic paper</td>
</tr>
<tr>
<td>Demonstrate appropriate English language usage</td>
<td>Students will successfully complete a special topic paper in their content area</td>
</tr>
</tbody>
</table>

V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is enrollment capped at 25 students?</td>
<td>X Yes □ No</td>
</tr>
<tr>
<td>If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td></td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X Yes □ No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X Yes □ No</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>X Yes □ No</td>
</tr>
<tr>
<td>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</td>
<td>There are attachments to the syllabus that are specific to the intent and evaluation criteria of the assignments</td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>X Yes □ No</td>
</tr>
</tbody>
</table>

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments

- 2 visitation papers - students will visit 2 public school sites and complete a written observation
| Informal Ungraded Assignments | • 12 free writing experience at the start of class on a discussion topic of that day.
• 15 journal article reviews for theme content and class discussion. |

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**HHP 301  Instructional Strategies in Secondary Physical Education**  
**Spring 2009**

Dr. Arthur W. Miller  
McGill 206  
tel 243-5238  
arthur.miller@mso.umt.edu

McGill 135/FRC  
TR 8:10-9:30am

The course is designed to provide prospective teachers the skills necessary to be effective Middle & Secondary School Physical Education (Health Enhancement) teachers in public and/or private
Theoretical knowledge will be gained from the readings, discussions, and lectures. Practical applications will be gained from micro teaching sessions and guest visitations. Public school visitations and lesson planning will also add to the practical experience. At the end of the semester the student should be able to:

- Demonstrate effective station teaching skill
- Demonstrate effective demonstration teaching skills
- Demonstrate the ability to effectively execute the Fitnessgram to secondary students.
- Design an effective discipline policy for secondary students.
- Design effective grading criteria for secondary schools.

This class, upon successful completion, satisfies the upper division writing course requirement. At the end of the semester the student should be able to:

- Find, evaluate, analyze and synthesize information effectively from diverse sources.
- Pursue important Physical Education and teaching questions for academic inquiry.
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.
- Follow the conventions of citation, documentation, and formal presentation appropriate to Physical Education.
- Develop competence in information technology and digital literacy.

Students will be expected to purchase or produce a pedometer for exercises in class and use during daily activities. Students will be expected to purchase the faculty pack for reference articles, charts, and use during the course. Any class meeting marked with an *asterisk* or #pound# must be attended. If you miss an asterisk or pound day, excused or unexcused, you will lose 4 points from your final point count. Eg. 3 absences = 12 points.

Exam date is Monday May 11, 2009 at 8:00-10:00 in our classroom

1. **Student Conduct Code:** *All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321*

2. **American w/Disabilities Act (ADA):** The University of Montana upholds the ADA by providing reasonable accommodations to individuals with disabilities. If any student requires reasonable accommodations to adequately perform the duties of the class, please see the instructor as soon as possible so that plan can be made for specific modifications.
POINT DISTRIBUTION

Test 1 40 points
Teaching PE 1 25 points
Teaching PE 2 25 points
Lesson plan teaching #1 15 points
Lesson plan teaching #2 15 points
Service learning 10 points
Formal writing assignments
Visitation paper Middle School 10 points
Visitation paper Secondary School 10 points
Why I … (first revision) 25 points
Why I … (final revision) 25 points
Effective Teaching (first revision) 25 points
Effective Teaching (final revision) 25 points
What is fun in PE? 50 points
300 total

GRADE EVALUATION

A = 92% = 276-300   C = 76% = 228-251
B = 84% = 252-275   D = 65% = 195-227

WRITING ASSIGNMENTS

IN CLASS FREEWRITING

Twelve of the classroom meetings will begin with a written reaction/comment to a comment/question proposed by the teacher. The written answer/reaction session will last no more than 5-10 minutes. During this exercise I will provide you with a question/comment and ask to write a written response/reaction to the question/comment. The writing will not be graded or formally evaluated. The purpose is to provide written expression and communication from which we will initiate our lecture/discussion for the day. Notebooks will be provided and all free
writing assignments will be completed in the notebook. Since there will not be any formal evaluation of the free writing assignments there is no grading criteria.

JOURNAL ARTICLES

Journal articles will be assigned for reading, review, and discussion. Students will come to class prepared to discuss the assigned journal articles. To encourage preparation and discussion, students are allowed to take notes from the articles on the distributed 5x7 index cards. There will be a maximum of 2 cards for each article. On the cards, write the main points of the article, interesting concepts, and questions for discussion. Use the cards for our class discussion. I will collect the cards at the end of the discussion day and return them to you the day of the final test. I will hand out the cards the day of the written test and you may use the cards for the in class portion of the test so it is worthwhile to prepare detailed cards. No cards may be turned in after the day of the article discussion. The cards will not be graded. They can be in narrative or outline form. Since there will not be any formal evaluation of the writing cards for article discussion, there is no grading criteria.

VISITATIONS

Middle School visitation paper is due 4/16/09
Secondary School visitation paper is due 4/30/09

Each student will visit a Secondary and Middle School Health Enhancement class during the semester. A short visitation reaction paper of no less than 350 typed words summarizing each of the visits will be handed in on the assigned dates. Please print the word count at the end of the paper.

Topic: The paper should include the significant events of the visit. Keep in mind it is a visitation to learn from and not an evaluation. You may include events such as the roll call method, any discipline techniques, any management skills, the organization skills, the time on task, the teacher rapport with the class, the lesson focus, the instruction skills, any demonstration techniques, and any other significant events. Do not hesitate to add any other categories to the paper. Do not evaluate the lesson or criticize the lesson since that is not the intent of the visitation. No value statements, just report what you see. You should take a minute to ask the teacher about their grading policy, their discipline strategy, their overall approach to teaching, why they entered teaching, and why they enjoy teaching. If you have time, you can also ask about their overall philosophy, goals, and/or objectives, and why they feel they have been successful in teaching after all these years. Again, try not to be judgmental and determine that it was good or bad, just state what you saw and try to be objective or descriptive. It is advisable to make a list of the events you desire to comment on and observe before you visit. You then can check off the list as you observe or question the teacher.

Main purpose verb: Summarize is the main verb for the paper. Write what you observe during the visit. Again, do not evaluate.
Purpose: The main purpose it to provide an opportunity for you to see firsthand what is occurring in a typical Physical Education class from a teacher perspective.

Context: You will be writing your observations mainly for future reflection. As you read and reread your observation paper, you can reflect on the new ideas you observed during the visit.

Role: Write as if you were a visitor who was attempting to gain firsthand knowledge of how a typical Physical Education class is run.

Audience: You are the audience. Write for your own knowledge gain.

Criteria: Clear concise writing will get you to the descriptive point quickly. I only want you to write about what you see. Do not evaluate the lesson or criticize the lesson since that is not the intent of the visitation. Include as many of the following topics as possible. Observe the role call method, any discipline techniques, any management skills, the organization skills, the time on task, the teacher rapport with the class, the lesson focus, the instruction skills, any demonstration techniques, and any other significant events. No value statements, just report what you see. You should take a minute to ask the teacher about their grading policy, their discipline strategy, their overall approach to teaching, why they entered teaching, and why they enjoy teaching. If you have time, you can also ask about their overall philosophy, goals, and/or objectives, and why they feel they have been successful in teaching after all these years. It is advisable to make a list of the events you desire to comment on and observe before you visit. You then can check off the list as you observe or question the teacher.

Format: Write in a paragraph format that is descriptive of the events of the lesson.

Schedule: You will do one paper for your middle school visit and another paper for your secondary visit. The Middle School visitation paper is due 4/16/09 and the Secondary School visitation paper is due 4/30/09.

Evaluation: Refer to the visitation evaluation checklist for the grading criteria. It would be advisable to refer to the evaluation checklist prior to the visitation and writing your paper in order to use it as a guide to make sure you cover the main areas of writing your paper.
VISITATION EVALUATION CHECKLIST

Middle/High School

visitation checklist needs to be redone acceptable very good

.5 1

• A majority of the listed topics observed and covered in the paper

• Explains how a typical PE class is conducted

• Engaging, interesting, verbal Style

• Writing is concise and succinct.

• Lack of evaluation statements

• Sequential organized writing

• Conducted personal interview

• Prioritized the two main points learned

• Identified who, what, where, and when in the paper

• Paper is clean and neat in appearance

Total

______________________________
WHY I WANT TO TEACH PAPER

First revision due 2/26/09
Second revision due 3/12/09

Each student will write a 750 word paper on why they want to be a teacher. Please print the word count at the bottom of the last sheet of the paper.

Topic: In this paper you will state the reasons why you want to become a certified teacher. Appropriate subtopics may include your teaching approach or philosophy, your career goals, and/or some of the reasons you will be a successful teacher. You may also add the impact you feel you will make, the level you want to teach, and/or why you should be hired. Include, if applicable, your willingness to coach or provide other after school contributions.

Main purpose verb: The main purpose verb is summarize. Summarize your intentions for teaching. Summarize your positive qualities. Summarize your philosophy of teaching.

Purpose: The purpose of the paper is to provide a prospective employer with a written description of your philosophy, positive qualities, and teaching approach. The paper will also let them know about your expertise and willingness to participate in extracurricular or after school activities.

Context: Write this paper as if you wanted to summarize information to your prospective employer in order for him/her to find out about you. It is not a resume but more of a philosophy or approach to teaching.

Role: Write as a first year teacher who is a prospective employee.

Audience: You are writing to a school administrator, personnel department, or director of Physical Education.

Criteria: Write about yourself clearly and concisely.

Format: Write in paragraph format as a statement or description of what you are and what you believe in as a teacher.

Schedule: The first revision is due 2/26/09 and the final revision is due 3/12/09. Credit will be given for the first and second revision.

Evaluation: Refer to the Why I Want To Teach evaluation rubric for the grading criteria. It would be advisable to refer to the evaluation rubric prior to writing your paper in order to use the criteria as a guide to make sure you cover the main areas of writing your paper.
## RUBRIC FOR WHY I WANT TO TEACH PAPER

<table>
<thead>
<tr>
<th>Teaching Philosophy</th>
<th>poor</th>
<th>fair</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1.5</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

- Strong opening statement
- Clear overall perspective
- Effectively organized
- Philosophy stated clearly
- Extracurricular duties mentioned
- 2-3-4 main points
- Grammar, spelling, punctuation
- Effective conclusion/summary
- States level/age group
- Positive qualities

Total ___________________________________
RESEARCH PAPER
EFFECTIVE TEACHING

Each student will write a 2000 word paper on Effective Teaching. In the paper students will discuss the ingredients of effective teaching. Approach the topic of effective teaching as a question; what is effective teaching? Please print your word count on the last sheet at the bottom of the paper.

*Topic:* What I want you to find out about is what researchers feel comprises effective teaching. You are encouraged to develop at least 4 major points or concepts. There should or could be 1-2-3 subdivisions within each concept. This paper is to contain citations from referred journal articles, dissertations, and/or periodicals. It is not an opinion paper. APA writing style is mandatory. In this paper you will discuss what research reveals is effective teaching, how to attain it, and why certain teaching is considered effective. It may also be approached such as what makes a successful lesson? You should gear your answer toward a public school level such as middle school, high school, or higher education to make your paper relevant to your interest level. Include a bibliography at the end of the paper. There is no maximum for references, but there must be at least 5 citations from refereed journals, dissertations, and/or periodicals.

*Main purpose verb:* Analyze is the main purpose verb. I want you look at the literature and analyze what researchers are saying is effective or successful teaching.

*Purpose:* The purpose of the paper is to inform you what research states is effective teaching. It is not opinion or interviews, but rather objective data that tells what makes effective teaching.

*Context:* You are writing this paper to inform a group of experienced teachers what science says to do to improve their teaching or how to be more effective. You have a basis for stating what you say and it is backed by research.

*Role:* You are an informer. You are telling teachers how to be more effective. You are a learned individual.

*Audience:* You are writing to educated teachers who are in their 2 or third year of teaching who are interested in improving their teaching based on scientific evidence.

*Criteria:* Successful papers have citations that back up what they say. The papers have 3-4-5 main concepts that they are trying to get across. The papers are clear and concise in their writing style.

*Format:* Write in paragraph format. Include and introduction, body, and conclusion.

*Schedule:* The first revision is due 3/1/09 and the final revision is due 3/26/09. Credit will be given for the first and second revision. Four points per day will be deducted from each late paper. Papers are due at 9:40 am and each late day will last 24 hours.

*Evaluation:* Refer to the rubric attached below for the evaluation criteria. It would be advisable to refer to the rubric prior to writing your paper in order to use it as a guide to make sure you cover the intended areas in the writing of your paper.
# RUBRIC FOR A RESEARCH PAPER IN PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Effective Teaching</th>
<th>poor 1</th>
<th>adequate 1.5</th>
<th>good 2</th>
<th>great 2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction containing a definition of effective teaching &amp; the citation</td>
<td></td>
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<td></td>
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<tr>
<td>• Logical organization built with 3-4-5 major concepts</td>
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<tr>
<td>• details or subconcepts that support the main concepts</td>
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<tr>
<td>• Extensive documented primary sources</td>
<td></td>
<td></td>
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<tr>
<td>• Quotations woven smoothly into the text</td>
<td></td>
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<td></td>
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<tr>
<td>• Clear representation of the primary authors’ results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conclusion or summary of concepts</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Footnotes/endnotes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Bibliography correct &amp; properly structured</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>• Overall: ideas presented</td>
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</tbody>
</table>

**Total** ______________________
FUN IN PHYSICAL EDUCATION

Each student will write a 500 word paper on what does fun mean in a Physical Education classes? In this paper you will discuss the concept of “what fun is” in middle school and/or high school physical education classes. Fun can be explained as why students enjoy play or want to continue to play? What makes PE enjoyable? Why do kids leave PE smiling (most of the time)?

Topic: You will explain what fun is or what makes PE enjoyable for kids.

Main purpose verb: Explain the concept of fun in PE through investigation, interview, conversation, and observation.

Purpose: The purpose is to inform the writer what kids and teachers thinks makes PE fun.

Context: You are writing to gather information to tell fellow Physical Education teachers as you sit around in the teacher’s lounge and comment about how lessons can become more fun for the students.

Role: You are expressing an opinion to fellow teachers about fun in Physical Education. This opinion is based on interviews and conversations with students and teachers.

Audience: You are telling fellow Physical Education teachers about how they can make their classes more fun or to increase fun in the gymnasium or field.

Criteria: The reader of the paper will learn about 2-3-4 ways to make his/her Physical Education lesson more fun. Try to come up with 2-3-4 reasons why PE is fun or what teachers can do to make PE fun for students.

Format: This paper is a straight forward paper that tells the analyzed results of conversations and interviews with students and teachers regarding what is fun in Physical Education.

Schedule: The Fun paper is due 4/15/09. This paper is 500 words minimum. Please print your word count on the last sheet of the paper. Papers are due 9:40 am and each day late will last 24 hours. Four points per day will be deducted from each late paper.
CHECKLIST FOR INTERVIEW/EXPLANATION PAPER

Why is PE fun?

<table>
<thead>
<tr>
<th></th>
<th>poor</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2.5</td>
<td>5</td>
</tr>
</tbody>
</table>

- 2-3-4 concepts identified
- Clear presentation of ideas
- Teacher sources
- Student sources
- Ideas sensible
- Concise writing
- Summarizes ideas
- Synthesis material clearly
- Also tells what fun is not
- Engaging verbal style
### Tentative schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27</td>
<td>T</td>
<td>Intro to class, objectives, goals</td>
</tr>
<tr>
<td>1/29</td>
<td>R</td>
<td>Demo teaching info/Task teaching info/pedometer use</td>
</tr>
<tr>
<td>2/3</td>
<td>T</td>
<td>articles</td>
</tr>
<tr>
<td>2/5</td>
<td>R</td>
<td>articles</td>
</tr>
<tr>
<td>2/10</td>
<td>T</td>
<td>articles</td>
</tr>
<tr>
<td>2/12</td>
<td>R</td>
<td>Purpose/Goals of teaching PE</td>
</tr>
<tr>
<td>2/17*</td>
<td>T</td>
<td>Station teaching #1</td>
</tr>
<tr>
<td>2/19</td>
<td>R</td>
<td>grading procedures</td>
</tr>
<tr>
<td>2/24</td>
<td>T</td>
<td>teacher characteristics/traits=total package</td>
</tr>
<tr>
<td>2/26</td>
<td>R</td>
<td>grading procedures</td>
</tr>
<tr>
<td>3/3*</td>
<td>T</td>
<td>Station teaching #2</td>
</tr>
<tr>
<td>3/5*</td>
<td>R</td>
<td>Demonstration teaching #1</td>
</tr>
<tr>
<td>3/10*</td>
<td>T</td>
<td>Fitnessgram</td>
</tr>
<tr>
<td>3/12*</td>
<td>R</td>
<td>Demo teaching #2</td>
</tr>
<tr>
<td>3/17*</td>
<td>T</td>
<td>Pacer test/ strength/endurance/flexibility (Fitnessgram)</td>
</tr>
<tr>
<td>3/19*</td>
<td>R</td>
<td>Station teaching #3</td>
</tr>
<tr>
<td>3/24*</td>
<td>T</td>
<td>Fitnessgram</td>
</tr>
<tr>
<td>3/26*</td>
<td>R</td>
<td>Demo teaching #3</td>
</tr>
<tr>
<td>3/31</td>
<td>T</td>
<td>spring vacation</td>
</tr>
<tr>
<td>4/2</td>
<td>R</td>
<td>spring vacation</td>
</tr>
<tr>
<td>4/7#</td>
<td>T</td>
<td>Middle School visitation (Meadow Hill, CS Porter, Washington)</td>
</tr>
<tr>
<td>4/9*</td>
<td>R</td>
<td>Station teaching #4</td>
</tr>
<tr>
<td>4/14</td>
<td>T</td>
<td>teaching &amp; coaching</td>
</tr>
<tr>
<td>4/16*</td>
<td>R</td>
<td>Station teaching #5</td>
</tr>
<tr>
<td>4/21#</td>
<td>T</td>
<td>High School visitation (Big Sky, Sentinel, Hellgate)</td>
</tr>
<tr>
<td>4/23*</td>
<td>R</td>
<td>Demo teaching #4</td>
</tr>
<tr>
<td>4/28#</td>
<td>T</td>
<td>High School visitation (Sentinel, Hellgate, Big Sky)</td>
</tr>
<tr>
<td>4/30*</td>
<td>R</td>
<td>Station teaching #6</td>
</tr>
<tr>
<td>5/5#</td>
<td>T</td>
<td>High School visitation (Hellgate, Big Sky, Sentinel)</td>
</tr>
<tr>
<td>5/7</td>
<td>R</td>
<td>last class meeting</td>
</tr>
</tbody>
</table>

* = meet at the FRC  
# = visitation days

Exam date is Monday May 11, 2009 at 8:00-10:00 in our regular classroom