

Foundations of Teaching as a Profession

M 2:30PM- 5:15 UH 237

EDUC 350 sec. 02: CRN 20039

EDUC 350B sec 01: CRN 20045

California State University San Marcos Spring 2012

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Table of Contents for Syllabus

1. Syllabus Introduction (Course Title, Mission Statement, Table of Contents)	Page 1
2. EDUC 350, 350B Course Information & Requirements	Page 5
3. EDUC 350, 350B Course Calendar	Page 11
4. EDUC 350, 350B Assignment Rubrics and Scoring Guides	Page 13

Course Description: This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.

Course Prerequisite for EDUC 350B ONLY

Admission to the Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.

Mission of the School of Education at Cal State San Marcos: The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners: The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City and reading parts of *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations: Teacher candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

School of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. A minimum grade of C+ is required in EDUC 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program. SOE attendance policy states, "At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should students have extenuating circumstances, please contact the instructor as soon as possible. In this section of EDUC 350, the following attendance policy will apply: One class session may be missed without penalty to your grade. For each additional missed session there will be a 40% grade reduction in this category. With regards to partially missed sessions, for every 20 minutes that a student is not in class, their grade in this category will be reduced by 20%. If you miss three or more class sessions, you cannot pass the class.

Please make sure to sign in on the attendance sheet for each session.

Credential Program Recommendations: As one of several evaluation methods, EDUC 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Fieldwork: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Details on the fieldwork are found on the Cougar Courses site and on the School of Education site. The document that candidates need to be familiar with is the EDUC 350 Field Experience Guidelines. Documentation of hours is required to receive a grade in EDUC 350. Cal State San Marcos students are expected to adhere to professional standards in their dress and behavior in the field. Required clearances (fingerprints, TB test) are the responsibility of the student. A letter

of recommendation (usually from the classroom teacher where most of the fieldwork is done) is a requirement for admission to the Cal State San Marcos Teacher Credentialing programs.

All University Writing Requirement

Every course at the university must fulfill the university's writing requirement of at least 2,500 words. In EDUC 350, this is accomplished through the following written assignments: Teacher Interview, Philosophy Paper, Reading Logs, The Outsider and Reflective Paper.

Work Stoppage

The California Faculty Association is in the midst of difficult contract negotiations with the CSU administration. In response to the CSU's stance, it is possible that the faculty union will call for a one-day strike or other work stoppage. When a decision for such action has been reached, you will be informed about the decision and of any disruption to the posted schedule.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As a student and future educator, each student is expected to do his/her own work and to contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Many assignments will be submitted online, but not all of them. Please review the Tentative Schedule section of the syllabus for details as to which assignments will be submitted online and which assignments will be submitted via hardcopy. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received

emails in a timely manner, usually within twenty-four hours. Please be reminded that email and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that noted, please be mindful of all email and online discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Class Participation and Professionalism: Students will engage in student-centered learning each class session, and will be expected to actively participate. As an assignment, you will self-evaluate your participation and professionalism in class. You will answer the following questions:

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Required Texts:

Nieto, Sonia. (2006). *Why We Teach*. NY: Teachers College Press. ISBN 0807745936, Approximately \$17 - 22.

Grant, Carl. A. & Gillette, Maureen. (2005). *Learning to Teach Everyone’s Children: Equity, Empowerment and Education that is Multicultural*. Thomson & Wadsworth. ISBN 0-534-64467-8, Approximately \$ 75 - 100

Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. , ISBN 0-87120-251-4, Approximately \$21 - 27

Assignments and grading:

Reading log:

The reading log provides an opportunity to reflect on learning about teaching through the assigned readings for each session. In the reading log, do not summarize. Instead, respond to the readings: agree, disagree, note specific ideas, etc. Entries should be one paragraph in length per week. Log entries for Monday's class must be submitted via Cougar Courses by the *prior* Friday (there are a few exceptions Friday's, but a good habit to form would be to have them all completed by the prior Friday) See the schedule for readings. The log will be graded holistically; you will either receive full credit or none.

No credit will be given for late submissions of reading logs. In extraordinary circumstances, if you do not have access to Cougar Courses for a timely submission, you may email the log entry to me by Friday by 11:59 PM at jbranden@csusm.edu. Later, as soon as you re-establish Cougar Courses access, you will resubmit on Cougar Courses.

Personal philosophy of schooling, learning and teaching:

We will be examining several philosophies of education. Please begin to consider what your philosophy is and describe it in your own words.

Details follow. Please see the rubric on Cougar Courses. The written report is due in class on February 6.

Interview of a teacher:

Details are below. Due in class on February 27.

The Outsider (Inclusion assignment)

Details are below. The written report is due via Cougar Courses before class on March 26.

Classroom observation reports:

Using the classroom observation instrument provided online, write up five observations in your field sites. The template is on the Cougar Courses site under Fieldwork Instructions and is also on the School of Education website at the top of the syllabus webpage. You must submit one written observation from each of these four types of school settings: Elementary, Middle, High, and Special Setting; the fifth written observation is from any setting (your choice). Submit these in class on March 5 and April 30. Turn in your Classroom Observation Record (timesheet) and Report Summary (distribution report) in class on April 30. If you do not complete the classroom observations, you will receive a grade of INC for the course.

Contemporary issues research:

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) one or two partners with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue in approximately 15 minutes. You will present during class session on

April 23, April 30, or May 7. When you present your research orally, provide a one-page summary and a reference list for your classmates. Each partner must submit the one-page summary to Cougar Courses to receive credit for this assignment. The one-page handout is due to Cougar Courses by May 7.

Participation and Attendance:

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. See details above in “Class Discussions and Participation.” You will submit a self-assessment on Cougar Courses by May 9. The instructor will consider your self-assessment when assigning points for this assignment.

COURSE REQUIREMENTS AND GRADE DISTRIBUTION:

Reading Logs	10%
Philosophy of Education	15%
Teacher Interview	15%
The Outsider Report	10%
Observation Reports	20%
Contemporary Issues Research	10%
Reflective Paper	10%
Participation and Attendance	10 %

100%

Grades will be determined by the total number of percentage points earned (100 points possible):

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D = 60-69
- F = 0-59

Assignment: Interview of a Teacher

In this assignment, you will interview a teacher and write a summary (1,000-1,500 words) of what you learned from him or her. Your purpose is to render a sketch so that your reader may be able to envision the teacher as a person with a distinct philosophy and experience.

Gathering information:

Interview a current or retired teacher who has had at least 3 years of full-time experience in elementary, middle, or secondary school classrooms. Guiding questions are:

Why did the teacher choose to enter teaching? How attractive was the profession to prospective teachers at that time? What were the other career paths available; were any others seriously considered? Does the teacher have any regrets about becoming a teacher?

What professional education did the teacher have? How helpful was it in learning to teach? At what point did the teacher feel comfortable as a teacher?

What were/are the teacher's goals for the education of students? Have these goals changed over the years?

What career moves (school buildings, grade level, special students, subject matter, etc.) has the teacher made? To what extent were those moves voluntary? For current teachers, are further moves desired? If so, what are they, and why?

What have been the major joys and frustrations of teaching? What would help increase the joys and minimize the frustrations? On what issues does the teacher feel strongly about making changes in the way that schooling occurs now?

How did/does the teacher learn about his/her students' lives and needs? How similar are the backgrounds of the teacher and his/her students? What have been the teacher's experiences with "culture shock" in working with students from different backgrounds?

What are some favorite memories from the teacher's classroom? Does the teacher tend to remember individual students or activities, or are the memories more general?

What does the teacher think of current "hot issues" in education such as the California High School Exit Exam, the No Child Left Behind Act, and merit pay for teachers? How does the teacher take action to address new reforms that impact his/her classroom?

What is the teacher's metaphor for "teaching" or "teacher"? What are the main features of the teacher's approach toward teaching? What has the teacher learned from being a teacher?

Analysis:

After collecting your information, think about what you have learned about this teacher. Focus on a few themes that best characterize what you have heard. Do not try to be all-inclusive. *Protect your teacher's confidentiality by using a pseudonym and masking identifying details.*

In your analysis, incorporate what you have been learning about becoming and being a teacher. How does your teacher fit within the material addressed in your readings and in class? What issues are raised through your interview? What are the implications of your interview as you think about becoming a teacher? Be sure you include at least one reference to the readings/discussions we have in class.

Criteria for evaluation:

Exemplary papers are characterized by:

- Completeness of description of the teacher's experiences and views
- Explanation of how the teacher interview relates to your thinking about teaching
- Integration of coursework (readings + discussions) into the analysis
- Correct grammar, syntax, spelling

Assignment—The Outsider

Many students with special needs come to view themselves as “outsiders” because they are labeled as different from the typical student. But most of us experienced some sense of being an outsider during our K-12 years. After reading chapters 1-3 in Villa/Thousand's *Creating an Inclusive School* and at least two of the *Voices of Inclusion*, write a reflective essay (1,000-1,500 words) in which you comment on your own (or a friend's) school experience in which you may have felt like an outsider. Reasons could include differences due to gender, religion, looks, beliefs/interests, family situation, academic ability, etc. Make at least one specific connection to the VT text. Consider the following questions:

- What personal characteristics fostered your (or your friend's) feelings of being an outsider?
- How did you react to and cope with the situation?
- Did you share your experience with any teachers or other school personnel? Did any of them assist you?
- What could school staff, parents or friends have done to help?
- In what ways did this experience change you? Did you “learn” from this experience?
- How might this experience make you a more sensitive and effective teacher?

Criteria for evaluation: Exemplary papers are characterized by:

- Addressing the questions above in a thoughtful/analytical manner
- Integration of the Villa/Thousand text in the paper
- Correct grammar, syntax, spelling

Assignment: Philosophy of Schooling, Learning, and Teaching

Write a paper (600-1,000 word) that explains your personal philosophy of schooling, learning and teaching. Follow the guidelines below and self-assess using the rubric that is on Cougar Courses before you turn in the paper. **Please print out the rubric, self assess (mark the paper) and submit it attached to your paper. Be sure to include your name on your written paper as well.**

Guidelines:

Describe the level of schooling and subject field(s) you hope to teach.

Illustrate your philosophy (or combination of philosophies) as described by Grant & Gillette Ch 8, online surveys and class discussions.

Explain why you are attracted to this philosophical stance. Is it due to your own schooling and/or background, what you've seen in schools since your own school days, the influence of particular persons, texts, other experiences with children/youth, etc.?

Role of schooling/ role of teacher

Describe what you believe is the purpose of schooling in a democracy.

How will you as a teacher help achieve these purposes?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Role of the learner

Describe what you believe is the nature of the learner.

What are your thoughts about the students you will teach? What do they need from

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Nature of the teaching/learning process

Describe what you believe is the nature of the teaching/learning process.

What do you believe counts as knowledge and how should it be presented?

How will you as a teacher use subject matter and other experiences to guide student meaningful learning activities?

Give at least one concrete example of how you will interact with your students in light of your beliefs.

Teacher dispositions and actions

Describe what behavior (disposition/attitude & actions) you will exhibit in order to carry out your philosophical position.

Give at least one concrete example of how you will conduct yourself in light of your beliefs.

Conclusion

Recap your philosophy (but do not restate it verbatim)

What are your outstanding questions/concerns/thoughts about becoming a teacher? Final thoughts.

Criteria for Self- Assessment of Philosophy Paper

As stated, use the rubric to self- assess your paper, but also keep in mind that exemplary papers have the following characteristics:

Ideas: The paper is clear and focused. It holds the reader's attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

Connections: The paper includes multiple references to EDUC 350 class experiences (specific text selections, class discussions, fieldwork observations, assignments, current events, etc.).

Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little editing.

Tentative Schedule as of 1/21/12
Schedule is subject to change at the discretion of the instructor

<u>Week</u>	<u>Topics</u>	<u>Details</u>	<u>Assignments</u>
1 January 23	Course intro Why teach?	Read the field experience guidelines at http://www.csusm.edu/education/Syllabus/syllabus.html You will find this at the top of the syllabus table, "EDUC 350 Field Experience Guidelines" Bring questions with you January 30	Access the Cougar Courses website at http://cc.csusm.edu/ Read: Grant and Gillette Chps. 1 & 6 Due: Log 1 by January 27 (CC)
2 January 31	<ul style="list-style-type: none"> • Educational Philosophy • Historical Perspectives • ICP Orientation 	Complete the "What is Your EP?" survey in Grant/Gillette pp. 300-305 as well as other online surveys to assist you with your educational philosophy.	Read: Grant and Gillette Chp. 8 Due: Log 2 due by January 30 (a little later for this assignment).
3 February 6	<ul style="list-style-type: none"> • Historical Perspectives (cont) • Middle Schools 	Middle School Presentation	Read: Grand & Gillette Chp. 2 Due: Log 3 by Feb 3 Due: Educational Philosophy (paper copy)
4 February 13	Historical Perspectives (cont) Landmark Cases	Waiver requests for field experience hours must be turned in during class today	Read: Grant and Gillette Chp.7 Due: Log 4 by Feb 12 (Yes! Different!)
5 February 20	No Class Meeting	Work on your teacher interview	Read: Nieto
6 February 27	Classroom Management		Read: Grant & Gillette Chp 3 Due: Log 5 by Feb 24 Due: Teacher Interview (paper copy)
7 March 7	School finance & governance	Guest: School administrator	Read: Grant & Gillette Chp 11 Due: Observations 1 & 2 Due: Log 6 by March 4 (yes, different!)
8 March 12	Inclusion and Special Education	F.A.T City	Read: Grant & Gillette Chp. 4 Due: Log 7 due by Sunday, March 11.

March 21	Spring Break		
9 March 26	<ul style="list-style-type: none"> • GATE • Inclusion 	FAT City cont.	Read: Villa & Thousand Chps 1-3
10 April 2	The lives and work of teachers	Guests: Experienced Teachers Bring in a copy of the questions that you wrote for the panel.	Due: The Outsider (CC) Due: Panel Questions by 11am on 4/1 (no foolin!)
11 April 9	<ul style="list-style-type: none"> • Teacher Planning & Assessment • Governance of Education • Rights and Responsibilities 		Read: Grant & Gillette Chps 5&9 Due: Log 8 by Sunday, April 8
12 April 16	No class meeting	Work on your observations and current issues presentations	Read: Ten Commandments of Education (on CC) Read: Grant & Gillette chp. 10 Due: Log 9 by April 22
13 April 23	<ul style="list-style-type: none"> • Rights and Responsibilities • Parental and Family Involvement 	Debrief WASC visit Some issues presentations	Read: Grant & Gillette Chp. 12. Due: Log 10 by April 22
14 April 30	Presentations	Some issues presentations Fieldwork time sheet and record due in class	Due: Observations 3,4, and 5 on 4/30 Due: Fieldwork timesheet and record on 4/30 Due: Participation self-evaluation (CC) by 5/4
15 May 7	Presentations	Some issues presentations	Due: Issues presentation handout (CC) Due: Reflective Paper (in class)
16 May 14 Finals week	Presentations Course Review	Catch up as necessary	

Assignment Rubrics and Scoring Guides

Philosophy of Education Rubric

A paper that is eligible for an “A” will be:

- Philosophy is clear with examples used to illustrate the beliefs of the creator
- Cites discussed philosophies in demonstrating own philosophy
- Correct grammar, spelling and punctuation
- Role of teacher is explained and examples are given
- Expectations of student learning are clearly explained
- Role of the student is clearly explained

A paper that is eligible for a “B” will:

- Philosophy is clearly stated
- Refers to discussed philosophies
- One or two grammar, spelling or punctuation errors
- Role of the teacher is explained
- Expectations of student learning are stated
- Role of the student is stated

A paper that is eligible for a “C” will be:

- Philosophy is stated, although it is unclear at times
- Discussed philosophies are vaguely referred to
- A few mechanical errors, it mildly interferes with the readability of the paper
- The role of the teacher is stated
- Expectations of student learning are referred to
- The role of the student is briefly referred to, but is not well thought-out

A “D” paper will be:

- The philosophy is unclear
- Discussed philosophies are not mentioned
- There are several mechanical errors; they interfere with the readability of the paper
- The role of the teacher is referred to
- Student expectations are not mentioned
- The role of the student is forgotten

An “F” paper will be:

- The philosophy of the creator is not stated or is so unclear that it is difficult to determine the philosophy is
- There is no reference to any known educational philosophy
- There are frequent mechanical errors that interfere a great deal with the readability of the paper
- The role of the teacher is absent
- There is little or no mention of students

TEACHER INTERVIEW

Please submit a copy of this scoring guide with a paper copy of your teacher interview. Please make sure that your interview is double-spaced with appropriate references cited.

1. COMPLETENESS OF DESCRIPTION OF THE TEACHER'S EXPERIENCES AND VIEWS

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A
Severely Lacking Does not meet standard Marginal Commendable Outstanding Achievement

2. EXPLANATION AND CONNECTIONS OF HOW THE INTEVIEWED TEACHER RELATES TO YOUR THINKING ABOUT TEACHING

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A
Severely Lacking Does not meet standard Marginal Commendable Outstanding Achievement

3. INTEGRATION OF COURSEWORK (READINGS, DISCUSSIONS, CLASS ACTIVITIES) INTO THE ANALYSIS

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A
Severely Lacking Does not meet standard Marginal Commendable Outstanding Achievement

4. GRAMMAR/ SPELLING/ PUNCTUATION

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A
Severely Lacking Does not meet standard Marginal Commendable Outstanding Achievement

THE OUTSIDER

Please use this scoring guide as an aide for completing the written report of *The Outsider*. Please make sure that your assignment is double-spaced with appropriate references cited.

1. DESCRIPTION OF BACKGROUND IS THOUGHTFUL, ANALYTICAL AND REFLECTIVE.

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A				
Severely Lacking	Does not meet standard	Marginal	Commendable	Outstanding Achievement

2. STUDENT ANALYZES AND REFLECTS UPON ONE'S OWN RESPONSE IN COPING WITH THE SITUATION AS WELL AS INCLUDES AN EXPLANATION OF INVOLVEMENT OF SCHOOL PERSONNEL.

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A				
Severely Lacking	Does not meet standard	Marginal	Commendable	Outstanding Achievement

3. STUDENT REFLECTS UPON THE SITUATION, EXPLAINS HOW AND WHAT WAS LEARNED FROM THE EXPERIENCE AND THOUGHTFULLY ADDRESSES WHAT IMPLICATIONS THIS CIRCUMSTANCE HAS FOR TEACHING.

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A				
Severely Lacking	Does not meet standard	Marginal	Commendable	Outstanding Achievement

4. INTEGRATION OF THE VILLA/THOUSAND TEXT INTO THE DOCUMENT

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A				
Severely Lacking	Does not meet standard	Marginal	Commendable	Outstanding Achievement

5. CORRECT GRAMMAR, SYNTAX, MECHANICS, REFERENCES AND CITATIONS.

F-----D-----C-----C-----C+-----B-----B-----B+-----A-----A				
Severely Lacking	Does not meet standard	Marginal	Commendable	Outstanding Achievement

