**Course Description:** This course emphasizes knowledge and skills secondary teachers need to (1) understand reading, writing, and thinking processes at various instructional levels, and (2) make connections between assessment and instruction. Practical application is stressed in delivery of content-specific literacy instruction; preparation, use, and interpretation of teacher-made assessment; and, use of standardized tests and interpretation of results.

**Course Objectives:** Upon completion of this course, you should be able to do the following:

1. develop the beginnings of a philosophy toward content literacy in regard to the eventual role it will play in your own teaching (EHHP Standard IV);
2. explain the role of prior knowledge and purpose in reading and the role of intention in writing (EHHP Standard III);
3. describe an approach to assessing your own teaching and the literacy demands it places on your students (EHHP Standards IV, VI);
4. make effective decisions about global planning (EHHP Standard III)
5. select and use the following: appropriate techniques of building background (Standard III); techniques of activating existing prior knowledge (EHHP Standards III, VI);
6. discuss diverse learning styles, character education and the elements of the Career Guidance Model (EEDA)
7. construct and use graphic organizers of various kinds (EHHP Standard III);
8. pose questions at the literal, inferential, and critical levels (EHHP Standard III) and describe and use alternative methods of purpose setting, including hypothesizing, stating objectives, completing graphic organizers and charts, solving problems, writing summaries, and outlining (EHHP Standard III) while at the same time identifying the strengths and limitations of these techniques that may make them more suitable to some global plans than others (EHHP Standard III);
9. defend the use of guides or a wide range of reading selections for students of high reading ability as well as weaker readers (EHHP Standard III);
10. describe the basic factors that affect motivation while creating a literate classroom climate conducive to positive attitudes (EHHP Standard III);
11. undertake thematic planning as a means of stressing the interconnectedness of content (EHHP Standard III);
12. discuss the “knowledge, skills, and dispositions [necessary] to identify and prevent bullying, harassment, and intimidation in schools (Safe Schools Climate Act);
13. demonstrate how they will incorporate technology into their own teaching and their students’ learning (ISTE).
Student Expectations and Professionalism: Each student is expected to follow all School of Education policies and procedures as well as to:

a. attend class for the entire scheduled time; be prompt and bring necessary materials and assignments. Students will be dropped from the class at the 5th absence.

b. actively participate and contribute during class. You are responsible for your growth and the growth of others. In order to do this, you will be on task – this means that unless the lesson calls for it, you will not be using any type of electronic devices.

c. obtain the telephone number of another classmate in order to get notes and assignments; ask this student to get copies of handouts for you if you are absent. Do not contact the professor for notes missed because of tardiness or an absence. Do not call or email to ask, “Did we do anything when I was absent?”

d. make sure you have a CofC email account. Be sure to check your email account regularly. Using email will be the most efficient way for you to contact the instructor and other students in the class. Through the school email system, the instructor may send you announcements, information, reminders, and feedback. Email communication will be conducted only via CofC accounts.

e. drink water, coffee, or other appropriate drinks during class if you so desire, but take care of your nutritional needs before or after class – No Food!

f. remain quiet while the instructor or a peer is speaking. Carrying on private conversations is unprofessional. Think of the behavior you would expect from your own students.

Quizzes will be given on readings and material covered in class discussions and lectures; be sure to take notes during class. Any quiz missed because of a tardy or absence cannot be made up.

Due dates for assignments may be subject to change. Due date reminders given during class are a courtesy, not a requirement. The syllabus is your reminder; read due dates carefully.

A comprehensive final examination during the posted examination period will be given. Do not ask for the final exam time to be changed; it will not be changed.

Assignment Format: Include the following information on each assignment submitted: your name, date submitted and corresponding assignment name/title. Every assignment should follow all directions and should be word processed, neat, and free from spelling, mechanical, and usage errors. Assignments are to be submitted at the beginning of class; work turned in after class begins is late. Handwritten homework will not be accepted.

Late work turned in after class should be submitted to the department’s administrative assistant at 86 Wentworth Street (2nd floor) or hand delivered to the professor in room 322. If you hand in the work to the administrative assistant, the assignment must include the administrative assistant’s signature and the time the work was received. Assignments can be sent to class with another student (or faxed to 843-953-8109) if absence or tardiness is anticipated. If you happen to see the instructor in the hallway or anyplace else on campus, do not take the opportunity to hand in work because it will not be accepted. Do not leave work under the professor’s door or in her mail slot. One letter grade will be deducted for each day work is turned in late. If an assignment is due on Tuesday and it is turned in either after class on Tuesday or the next day, an A turns into a B, a B into a C, etc. No explanations or excuses are necessary or expected.

Absence verifications are submitted to the Dean of Undergraduate Studies who will forward verification to all instructors involved. Note: a notice from the Dean of Undergraduate Studies does not automatically constitute an excused absence.

Statement of Religious Accommodation: “The College prohibits discrimination against any student because of . . . religious belief or any absence thereof. . . . the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements.” For more information, visit the following site: http://president.cofc.edu/community-relations/rlc/accommodation.php

Education Facts:

The average number of students in a classroom:
Switzerland: 20
U.S.A.: 23
China: 50

Largest school in the world:
India, City Montessori School: 32,000

Most Japanese schools don’t have janitors. Children clean the schools.

Children in Russia start school on September 1, even if it is a holiday or the weekend.

“All men by nature desire to know.”

Aristotle
Grade Distribution
See School of Education Guidelines (attached)
- Quizzes 10 pts. each. No set number.
- Research Paper 100 pts. 5-6 pages not including cover and references pages.
- 2 Article Summaries 20 pts. each. Required topics: Bullying and the Arts.
- Participation 20 pts.
- Final Exam 50 pts.
- Mini Lesson 30 pts. Presentation and lesson plan.
- ESOL Practicum 30 pts. Completion required for course credit.
- Homework 10 pts. No set number.
- Literacy Bio Project 30 pts. Will not be presented to class.
- Letter to Cooperating Teacher 10 pts. To be handed in on exam day in an unsealed, addressed, stamped envelope and hand it to your instructor during the final exam date.

Grade Calculation: running average

Exam policy: The class will follow the CofC calendar for final exams. All other assessments will be given on the dates outlined in the syllabus.

Participation in clinical experiences (practicum; classroom observation): You will be expected to complete a 15-hour ESOL field experience. Included in this syllabus are two pages: letter for your cooperating teaching and your time log.

You are expected to write a letter of appreciation to your cooperating teacher(s). Write the note or letter, insert it in an unsealed, addressed, stamped envelope and hand it to your instructor during the final exam date.

Honor Code:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

A Few Writing Tips

1. Always include a cover page and page numbers.
2. Unless given permission, refrain from using first- and second-person references.
3. Refrain from contractions and abbreviations, including etc.
4. Remember the differences between it’s/its, then/than, their/there.
5. Acronyms should always be spelled out the first time they are used.
6. If you have a direct quote, you must have a page number in your citation.
7. This class requires the use of refereed journal articles.
8. Do not use idioms.
**Explanation of Assignments:** You will receive more information during the term.

*All multiple-page work must be stapled in order to be accepted.*

1. **Final Examination:** We will decide as a class what type of exam you shall receive.

2. **Quizzes:** Announced and unannounced.

3. **Mini Lesson:** These lessons are to give you an opportunity to stand in front of your peers and demonstrate the knowledge you have learned in this class and in your content area. We will be your supporters, telling you your strong points and what you need to strengthen. You will hand in an evaluation form to the instructor and you will give feedback to all your peers. Your presentation is to be four minutes long. With those four minutes, you are to include the basic parts of a good lesson. You will hand in a lesson plan before you deliver your lesson. A template is found at the end of this syllabus. You will be stopped at four minutes. This means that if you do not conclude the four-minute lesson with a proper conclusion, you will not receive credit for a closure. If your lesson is up to 30 seconds too short, you will not be penalized, but points will be deducted for a lesson that is shorter. Remember: if you deliver a one-minute lesson, you have completed one-fourth of your assignment. If you deliver a two-minute lesson, you have completed half of your assignment, and your grade will reflect that. You will receive a grade for both your lesson plan and your presentation.

4. **Literacy Bio Project:** In order to become an effective teacher, you should uncover your predetermined beliefs about reading and writing. Think about how you learned to read and write, your positive and/or negative experiences - both at home and the classroom. You will create a project to share with your classmates about who you are as a cultural and literary being. What are your current beliefs of yourself as a reader and writer? You may develop a PPP, a Storybook presentation, or a cultural capsule binder. This assignment will help you to uncover, reflect and analyze your beliefs and history about reading and literacies.

5. **Content Area Article Summaries:** All two summary papers are due before your research paper. You will cover the following topics: bullying and the arts in your content area. Include the following: a.) APA cover page, b.) two summary pages. In addition, address the following: What was the most important thing you learned from the article? Was this article well researched and written? What idea found in this article will you use in your class? c.) Reference page.

6. **Research Paper:** You will write a research paper based on topics covered in class. Possible topics include the following: literacy, advocating literacy, migrant literacy, the reading process, reading and students with reading disabilities, assessment, study skills, motivation, lesson plans, etc. Use the APA style of writing.
   - Keep the following in mind:
     - A. 5-6 pages of content
     - B. Cover page. This is in addition to the 5-6 pages of content.
     - C. Reference page.
     - D. Five references must be from peer reviewed articles. You may, though, use as many articles as you like.
   - This assignment is to be sent to the OAKS drop box.

7. **Participation:** Your peers and I want to hear your comments. Feel free to ask questions and contribute to our knowledge. I will not stand at the podium and write down every time you make a comment, but if days pass and you do not participate, your grade will suffer.

8. **ESOL Practicum:** Completion of the ESOL practicum is required. You will be expected to write a two-page reflection about your experiences. Address the following: What did you do during your visits? Did you work one-to-one, with groups, or did you work with the whole class? What were you expecting? What did you find and experience? What did you learn about the children’s cultures and how they impact schooling and learning? You are to hand in your reflection, log, and letter to the instructor on exam day.

**Need Tutoring? Visit the Center for Student Learning:**
http://csl.cofc.edu/labs/index.php
Name ________________________________________________

Lesson Plan
Are all the parts filled in? Does the content match the standards? Have goals and objectives been included? Has attention been paid to English Language Learners or other students with special needs? (6 pts.)

Content
Have you presented information suitable for your audience? Think about your objectives for the lesson. (1 pt.)

Clarity/Speech
Can we follow what you are saying? Are you speaking clearly and do we understand your concept? Is your speech sprinkled with “um”s and “you know”s? (1 pt.)

Questions and Wait time
Do you wait after you pose a question? Do you pose questions? Remember: You must pose at least two questions. (1 pt.)

Set/Intro
Is your introduction lively? Do you capture your audience’s attention? (1 pt.)

Closure
How do you close your presentation? Do you include a quick review? (1 pt.)

Physical Attributes
Are you chewing gum? Are your hands in your pockets? Are you fidgeting? Are you pacing? Do you make eye contact? (1 pt.)

Handouts
Do you have lesson-appropriate handouts? (1 pt.)

Visuals
Do you have or use pictures, maps, manipulatives, etc.? (1 pt.)

Technology
Did you use an overhead, computer, Elmo, etc.?

Total Points: 15 You must turn in this evaluation form with your lesson plan.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, August 23</strong></td>
<td>Introductions; Review of Syllabus and Overview of course</td>
</tr>
<tr>
<td><strong>Thursday, August 25</strong></td>
<td>Opening Activities&lt;br&gt;&lt;br&gt;&lt;i&gt;The Importance of Literacy in Content Areas:&lt;/i&gt; Chapter I,</td>
</tr>
<tr>
<td><strong>Tuesday, August 30</strong></td>
<td>Literacy Processes: Chapter II</td>
</tr>
<tr>
<td><strong>Thursday, September 1</strong></td>
<td>Getting to Know Your Students, Your Materials, and Your Teaching: Chapter III</td>
</tr>
<tr>
<td><strong>Tuesday, Sept. 6</strong></td>
<td>Getting to Know Your Students, Your Materials, and Your Teaching: Chapter III</td>
</tr>
<tr>
<td><strong>Thursday, Sept. 8</strong></td>
<td>&lt;i&gt;Teaching for Diversity:&lt;/i&gt; Chapter IV&lt;br&gt;&lt;br&gt;Due: 1&lt;sup&gt;st&lt;/sup&gt; Content Area Article Summary: Bullying</td>
</tr>
<tr>
<td><strong>Tuesday, Sept. 13</strong></td>
<td>Building Prior Knowledge: Chapter V</td>
</tr>
<tr>
<td><strong>Thursday, Sept. 15</strong></td>
<td>Introducing Technical Vocabulary: Chapter V1&lt;br&gt;&lt;br&gt;Due: 2&lt;sup&gt;nd&lt;/sup&gt; Content Area Article Summary: ESOL Strategies</td>
</tr>
<tr>
<td><strong>Tuesday, Sept. 20</strong></td>
<td>Making Reading Purposeful: Chapter VII</td>
</tr>
<tr>
<td><strong>Thursday, Sept. 22</strong></td>
<td>Reading Guides: Chapter VIII</td>
</tr>
<tr>
<td><strong>Tuesday, Sept. 27</strong></td>
<td>Providing Time to Read: Chapter IX&lt;br&gt;&lt;br&gt;Assessments: Teacher-made assessments</td>
</tr>
<tr>
<td><strong>Thursday, Sept. 29</strong></td>
<td>Effective Questioning: Chapter X</td>
</tr>
<tr>
<td><strong>Tuesday, Oct. 4</strong></td>
<td>Reinforming and Extending Content Knowledge: Chapter XI</td>
</tr>
<tr>
<td><strong>Thursday, October 6</strong></td>
<td>Study Skills: Encouraging Independence in Content Literacy&lt;br&gt;&lt;br&gt;Chapter XII</td>
</tr>
<tr>
<td><strong>Tuesday, October 11</strong></td>
<td>Student Attitudes: Encouraging Content Literacy: Chapter XIII</td>
</tr>
<tr>
<td><strong>Thursday, October 13</strong></td>
<td>Addressing ESOL Myths</td>
</tr>
<tr>
<td><strong>Tuesday, October 18</strong></td>
<td>Conferencing</td>
</tr>
<tr>
<td><strong>Thursday, October 20</strong></td>
<td>Assessments: What Is The Purpose of Assessment? Creating Assessment Components</td>
</tr>
<tr>
<td><strong>Tuesday, October 25</strong></td>
<td>Assessments: Creating Assessment Components</td>
</tr>
<tr>
<td><strong>Thursday, Oct. 27</strong></td>
<td>Assessments: Creating Assessment Components&lt;br&gt;&lt;br&gt;Due: Literacy Bio Project</td>
</tr>
<tr>
<td><strong>Tuesday, Nov. 1</strong></td>
<td>Writing Lesson Plans</td>
</tr>
<tr>
<td><strong>Thursday, Nov. 3</strong></td>
<td>Mini Lessons&lt;br&gt;&lt;br&gt;Every student’s lesson plan is due today, along with realia, ppp, handouts, evaluation form, etc.&lt;br&gt;&lt;br&gt;In other words, everything.</td>
</tr>
<tr>
<td><strong>Tuesday, Nov. 8</strong></td>
<td>Fall Break</td>
</tr>
<tr>
<td><strong>Thursday, Nov. 10</strong></td>
<td>Mini Lessons</td>
</tr>
<tr>
<td><strong>Tuesday, Nov. 15</strong></td>
<td>Mini Lessons</td>
</tr>
<tr>
<td><strong>Thursday, Nov. 17</strong></td>
<td>Mini Lessons – Student Evaluations</td>
</tr>
<tr>
<td><strong>Tuesday, Nov. 22</strong></td>
<td>Mini Lessons&lt;br&gt;&lt;br&gt;Due: Research Paper</td>
</tr>
<tr>
<td><strong>Thursday, Nov. 24</strong></td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td><strong>Tuesday, Nov. 29</strong></td>
<td>Mini Lessons</td>
</tr>
<tr>
<td><strong>Thursday, Dec. 1</strong></td>
<td>Final Review</td>
</tr>
<tr>
<td><strong>Saturday, Dec. 10</strong></td>
<td>Final Exam: 8:00 – 11:00 (Room 212)</td>
</tr>
</tbody>
</table>
**Research Paper Rubric**

If you have problems with writing, please visit the Skills Lab before you turn in your paper. You will not have the opportunity to rewrite your paper if you receive a poor grade. Again, visit the Lab **before** you turn your paper in to the instructor. Dr. Cozart has contacted the Skills Lab and informed them you will be visiting them. When you go there, take a typed, rough draft of your work. Keep in mind that the Skills Lab is there to help you with your paper, but finding each and every error you may have on your paper is not their responsibility. *You,* not the Skills Lab, will receive a grade.

<table>
<thead>
<tr>
<th>Development</th>
<th>On Target</th>
<th>Close to Target</th>
<th>Off Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis statement is clear, typed in bold font, thought provoking, and positioned towards beginning (though not first sentence) of paper.</td>
<td>Thesis statement is clear and positioned correctly and typed in bold.</td>
<td>Thesis statement is trite, unclear, or absent.</td>
<td></td>
</tr>
<tr>
<td>Thesis statement is thoroughly supported by examples and citations.</td>
<td>Thesis statement is supported by some examples and citations.</td>
<td>Thesis statement is not evenly supported or not supported at all.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Paper demonstrates an understanding of rhetorical conventions, thus facilitating understanding of topic.</th>
<th>Demonstrates awareness of rhetorical conventions</th>
<th>Shows little attempt to guide the reader through the document</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Paper is fluid, fluent, with varied syntax.</th>
<th>Demonstrates some problems with word choice and sentence structure</th>
<th>Word choice and syntax interferes with meaning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Compares ideas and perspectives</th>
<th>Considers multiple viewpoints and ideas tentatively or overstates the conflict</th>
<th>Does not consider multiple points of view</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Grammar, punctuation, and spelling are correct</th>
<th>Some grammar, punctuation or spelling errors are evident throughout.</th>
<th>Grammar, punctuation, and spelling errors are prominent.</th>
</tr>
</thead>
</table>

When proofreading your paper, look for, and make sure you do not have the following: 

a.) run-ons (5 pts. ea.),  
   b.) fragments (5 pts. ea.),  
   c.) comma splices (5 pts. ea.)  
   d.) first and second person references (2 pts. ea.)  
   e.) subject/verb agreement problems (1 pt. ea.),  
   f.) trite phrases, clichés, idioms and slang (2 pts. ea.),  
   g.) punctuation errors (1 pt. ea.),  
   h.) inappropriate gender references (1 pt. ea.)

Paper should be 5-6 pages in length. This does not include the cover or reference pages; when you include these last two pages, you should have 7-8 pages. Do not include an abstract page. Instructor will stop reading after page nine.

“The scariest moment is always just before you start.”

*Stephen King, *On Writing: A Memoir of the Craft*
Dear ESOL Teacher,

Thank you for your willingness to work with our teacher candidates during their EDFS 455 field experience. Your generosity and willingness to work with them is greatly appreciated. Our students are highly impacted by their ESOL experiences. Some often decide to spend extra time in the field – over and above their required hours; because of their positive experiences, some have decided to become ESOL teachers. CofC understands the importance of your work and how supervising our teacher candidates is a generous gesture on your part.

Do you have students who need one-to-one help? Feel free to have our teacher candidates work with those students. Do you need to deliver a lesson about a topic that is familiar to our teacher candidate? Ask our teacher candidate to create a lesson and deliver it. ESOL teachers have been a wonderful resource for our students; in turn, we want our students to be a resource for you.

We would like for our students to spend the vast majority of their time interfacing with ESOL students. In other words, they are not to schedule most of their field-hour times during lunch or planning periods.

EDFS 455 students are required to

- Complete 15 hours in an ESOL classroom.
- Keep a time log indicating the times they have visited an ESOL classroom.
- Interact with students, not just observe.
- Work one-on-one, with small groups, and if appropriate, with a whole class.
- Develop at least one short lesson and deliver it.

In order to help our students, we ask that teachers fill out the short questionnaire attached and send it back to the course instructor via the student in a sealed envelope. Write an X or insert a check mark where appropriate.

Sincerely,

EDFS 455 Instructor
The College of Charleston
ESOL Teacher Questionnaire  
EDFS 455

Student’s Name:______________________ Teacher’s Name: _____________________

School:_____________________________ Grade:______________________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. came to class on agreed-upon dates. If student did not come to class, he/she called to inform the teacher of the intended absence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. was usually on time. If student was not on time, he/she called to inform the teacher of the intended tardiness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. requested my signature (for time log) at the end of each visit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. developed at least one short, well-thought-out lesson and delivered it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. displayed a willingness to work with students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. followed directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. dressed professionally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. demonstrated respect for cultural differences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. demonstrated knowledge of his/her content area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. was a respectful “guest” in your classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:______________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Time Log is due on final exam date.
School of Education, Health and Human Performance

Mission Statement
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Conceptual Framework
Making the Teaching-Learning Connection.

Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

a. Understanding and valuing the learner.
b. Knowing what and how to teach and assess and how to create an environment in which learning occurs;
c. Understanding ourselves as professionals.

TEACHING AND LEARNING STANDARDS

Standard I:
Evidence theoretical and practical understanding of the ways learners develop.

Standard II:
Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

Standard III:
Evidence a variety of strategies that optimize student learning.

Standard IV:
Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

Standard V:
Communicate effectively with students, parents, colleagues and the community.

Standard VI:
Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

Standard VII:
Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.
## POLICIES AND PROCEDURES FOR COURSES
### IN THE SCHOOL OF EDUCATION*

1. **GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>88-92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D**</td>
<td>70-73%</td>
<td>1.0</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

**A grade of 73 or below is considered a failing grade for all Graduate courses.**

2. **PROFESSIONAL BEHAVIOR/DISPOSITIONS:** Students are responsible for all content and assignments for each class. They will be expected to demonstrate professionalism by demonstrating the following dispositions:
   - The belief that all students can learn.
   - Value and respect for difference.
   - Value of positive human interaction.
   - Intellectual curiosity and willingness to learn new knowledge.
   - A commitment to inquiry, reflection and self-assessment.
   - Value of responsible, collaborative, and cooperative work.
   - Sensitivity to community and cultural context.
   - Responsible and ethical practice.

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. Specific attendance requirements for each course are outlined in the syllabus. A student may be dropped from a course for excessive absences, based on the class attendance requirements specified in the syllabus.

4. **MAKE-UP EXAMINATIONS AND QUIZZES:** If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up. This is to be done as soon as possible after the missed examination/quiz.

5. **DUE DATES:** Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or announced in class. Consequences related to late materials are determined by the professor.

6. **FINALS:** The final for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final for that course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final through the Office of the Undergraduate Dean).

7. **RESEARCH PAPERS:** Papers will be typed (word processed) using the style of the Publication Manual of the American Psychological Association.

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*Applies to all EHHP courses above the 200 level.*
Quotes

What do these quotes bring to mind? Select one or two quotes and bring them up for discussion during our daily introductions.

1. “Education is not the learning of facts, but the training of the mind to think.” Einstein

2. “Insanity: doing the same thing over and over again and expecting different results.” Einstein

3. “Knowledge is knowing a tomato is a fruit. Wisdom is not putting it in a fruit salad.”

4. “What we learn from pleasure, we never forget.” Alred Mercier

5. “We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.” Peter Drucker

6. “I never learned from a man who agreed with me.” Robert A. Heinlein

7. “A good teacher, like a good entertainer first must hold his audience's attention, then he can teach his lesson.” John Henrik Clarke

8. “I'm lucky I had some teachers who saw something in me.” Ann Bancroft

9. “I like a teacher who gives you something to take home to think about besides homework.” Lily Tomlin

10. “Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives”. Andy Rooney

11. “What we become depends on what we read after all of the profs have finished with us. The greatest university of all is a collection of books.” Thomas Carlyle

12. “You know how to tell if the teacher is hung over? Movie Day.” Jay Mohr

13. “Research shows that there is only half as much variation in student achievement between schools as there is among classrooms in the same school. If you want your child to get the best education possible, it is actually more important to get him assigned to a great teacher than to a great school.” Bill Gates