ASSIGNMENT DESCRIPTION PACKET

LIBERAL STUDIES 3000

FALL 2013

INSTRUCTOR: CHRISTY GONZALES

CAMPUS INVENTORY PRESENTATION

Each student will research a support service available on campus and present their findings to the class, on the days indicated on the course schedule.

Purpose:
Most college campuses and elementary schools have a variety of support services that can help you solve the common problems of student life. If you are aware of these services, you can get help when you need it, thereby increasing your potential for survival and success as a student. If you have a problem and cannot locate the help you need, your quality of life and student performance will suffer until the problem is solved. The same can occur to your future students.

Procedure:
Below is a list of common student support areas available from the university. All are important. You will choose the name of a campus office from this list and sign up with me (first person to choose a particular topic gets it, so if there's one you're particularly interested, sign up right away). You will search online and find the office you're researching, interview the person in charge to determine what services are provided and how students obtain that service and either make or get one pamphlet for each member of our class. If the office does not have pamphlets available, make a handout that summarizes the services available (include hours of operation and contact information).

Admissions and Records	Student Activities Center
KCSS Radio Station	Faculty Mentor Program
Alumni Association	Student Support Services
Career Services	Information Technology
Counseling Center	Re-entry Program
Child Development Center	Public Safety
Disability Resource Center	Food Services
Educational Opportunity Program (EOP)	Global Affairs
Financial Aid	Testing Services
First Year Programs	The Signal (campus newspaper)
Service Learning	Tutoring Center
Health Center	Veterans Services
Housing Services	University Information Desk
Honors Program	Graduate Studies

All students will share the resources they discover, through a presentation to the class. Each student will be given three minutes to report what he or she learned through research. Your presentation must include a handout (either from the office or created by you).

Begin your presentation by giving each student in class a handout that describes the services at the office you researched. Allow the class to look over the handout before you begin speaking. State your name, your support service topic, the department and its location, the person in charge and what service is provided. Speak clearly and loudly enough so all class members can hear. If you don't, their attention will be divided between your presentation and the pamphlet. Be supportive of your classmates. Some students will be better speakers than others will, but everyone is here to actively listen and learn.

THE FELD EXPERIENCE PORTFOLIO

Your portfolio is due on the date indicated on the course schedule. *You must turn it in to the Liberal Studies department office.* Please do not bring the portfolio to class; I won't be able to carry 10+ binders.

Your Liberal Studies portfolio focuses on your classroom field experience. Your documented field work experience is an opportunity for you to demonstrate your subject matter competency, personal growth, individual skills, significant learning experiences, and personal goals, as they relate to specific areas in elementary education credentials. The portfolio will serve as a repository for observation logs, field notes, and other field experience documents.

You must purchase a three-ring binder (at least 1" but no bigger than 2"). (It may be to your advantage to buy a binder with a clear plastic front.) The outside of the binder should have a title page that includes your name. Please include your name on the spine of the binder as well. On the next page in this packet is a complete list of what must be included in the final version of the portfolio. The required documents for this class are **bolded**. Descriptions of assignments can be found in the following pages

You will turn in your portfolio to the Liberal Studies office on the date listed on the course schedule. Graded portfolios will be available for you to pick up **after** finals. You must come get your portfolio by the first week of next term. I will not retain you portfolio after this date.

If you have materials from previous LIBS classes, you may include them in the appropriate section. Make sure that the material for this class is still kept together and is easy to find.

Portfolio Contents

- ➢ **Title page**
- ➢ **Table of contents**
- ➢ **LIBS 3000 Field Experience** (See Service Learning Assignment for specific descriptions)
  - • **Live-scan and TB copies**
  - • **Site placement copy**
  - • **Service Learning Contract**
  - • **Field Notes** with signed verification on each page
  - • **Performance Appraisal**
  - • **Review and Reflection Paper** on field experiences in elementary classroom
- ➢ **LIBS 2000 (or equivalent) Field Experience**
- ➢ **LIBS 1000 (or equivalent) Field Experience**
- ➢ **Other classroom experiences connected to college course work**
- ➢ **Other documented classroom experiences**

The Table of Contents should identify each experience in detail. List the full class title, the semester, and he school, followed by the grade level and location of the field experience, and total hours completed. See example below:

LIBS 3000: Community and Diversity, Fall 2013, CSUS
      4th grade, Franklin Elementary, Stockton, 30 hours

PERSONAL IDENTITY PAPER

You will write a paper that describes your preferences: your personality, temperament, conflict style, learning style, educational goals, and teaching skills. All of this should be framed in relation to your identity as a learner and teacher. This paper is not intended to pigeonhole or stereotype anyone, only to give you something to think about. The paper will be 4-5 pages long (it must reach the middle of the 4th page of text). The paper must comply with APA paper format requirements (typed, double-spaced, etc.)

You must include the results of the different types of instruments used throughout the course. However, you must do so without quoting or paraphrasing *People Types and Tiger Stripes*, or specifically mentioning the Indicators. (You may use the type labels: Extravert, Sensing, Thinking, etc. but that's it.) You should be able to describe your type in your own words, and without describing class activities. Give examples from your experiences as a learner and from your life in general to illustrate.

When you describe your goals, focus on your professional life, and also include your plans for achieving them. For your skills, do not restrict yourself to concrete skills such as computer knowledge, organization, etc. If possible, connect your skills to your personality.

PREP SHEET ASSIGNMENTS

To facilitate in-class discussions, students will complete prep sheets each day on the assigned readings. For each reading, include some reading notes on the content and a paragraph reaction to one idea from each reading. Approximate length: One page per chapter from Tiger Stripes, assigned articles, TPEs and Standards. Prep sheets are to be completed prior to class but are to be used during class for reference and turned in to the instructor at the end of the period for grading.

INDIVIDUAL EDUCATION PLAN

Each student will complete an Individual Education Plan (IEP) consisting of a listing of all your courses already completed, possible options for courses needed, and all of your course selections through graduation, including your concentration (**don't forget your name and ID number**). This will provide you with an educational road map and will be a way of showing your educational objectives in the portfolio (in the personal identity section). Because the IEP will be included in the portfolio, it must be typed. A filled-in checklist is not acceptable. You will turn in 2 copies, one for your reference and one for the department files.

CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS

We will be exploring History/Social Science Content Standards in class at several points during the course; you will want to bring the book to class every day. The Content Standards can also be an additional reference in your research paper.

COMMON CORE STANDARDS

We will be exploring Common Core Standards in class at several points during the course; you will want to bring the book to class every day. The Common Core Standards can also be an additional reference in your research paper.

CALIFORNIA TEACHER PERFORMANCE EXPECTATION (TPEs)

We will be writing about and exploring the California Teacher Performance Expectations (TPEs) in class at several points during the course; you will want to bring the book to class every day. The Common Core Standards can also be an additional reference in your research paper.

ESSAYS

There will be 3 essay assignments during the course, 1-3 pages in length (minimum: half-way down the second page). They should be double-spaced, and include a title page; this is your chance to practice using APA style. Each of the essay topics: Motivation, Assessment, and Classroom Management, presents a crucial, practical aspect of good teaching and TPE standards. Each essay will be preceded by readings and class discussion to help you to reflect deeply. You may want to use some of your own time in the classroom to discuss these topics with your mentor/teacher (who is often your best reference).

Motivation

Write a paper reflecting on *one* of the readings on this topic (see schedule for list of readings). What is the most important part of motivation? What instructional strategies will you use to engage students in your classroom? You should focus on student motivation, though you may include teacher motivation in your discussion. You must include at least two direct quotes and one paraphrase, properly referenced. A reference page is not necessary, though you can include one if you wish.

Assessment

Assessment is a "hot topic" in education today. Our class readings and discussion covered several important aspects of assessment. Write a paper focusing on *one* of these aspects, including what you consider to be the most important issue(s) surrounding assessment. You may use the readings and your own experience to support your ideas. You may also use outside sources (such as newspaper articles), properly cited.

Classroom Management

Effective classroom management is an essential skill that you must master as a beginning teacher. Write a reflective paper based on your field observations, classroom experiences, and discussion with elementary teachers and your classmates, discussing what you envision as your classroom management approach. Identify and describe specific classroom strategies you will need to develop in order to implement this approach effectively and provide examples of how you will implement your strategies.

RESEARCH PROJECT

See the Research Project Assignments for a full description. Several assignments, due throughout the semester, are a part of this project. The final paper and annotated bibliography are included in the portfolio.

<u>**SERVICE LEARNING PROJECT**</u>

See the Service Learning Assignment for a full description. Please note that several documents relating to this project must be included in the portfolio.

<u>**REFLECTION PAPER**</u>

See the Service Learning Assignment for a full description. You will write a 4-6 page paper integrating what you have learned in class and what you have learned in the field experience. The emphasis for this assignment will be on your ability to demonstrate critical reflection about your field experience.
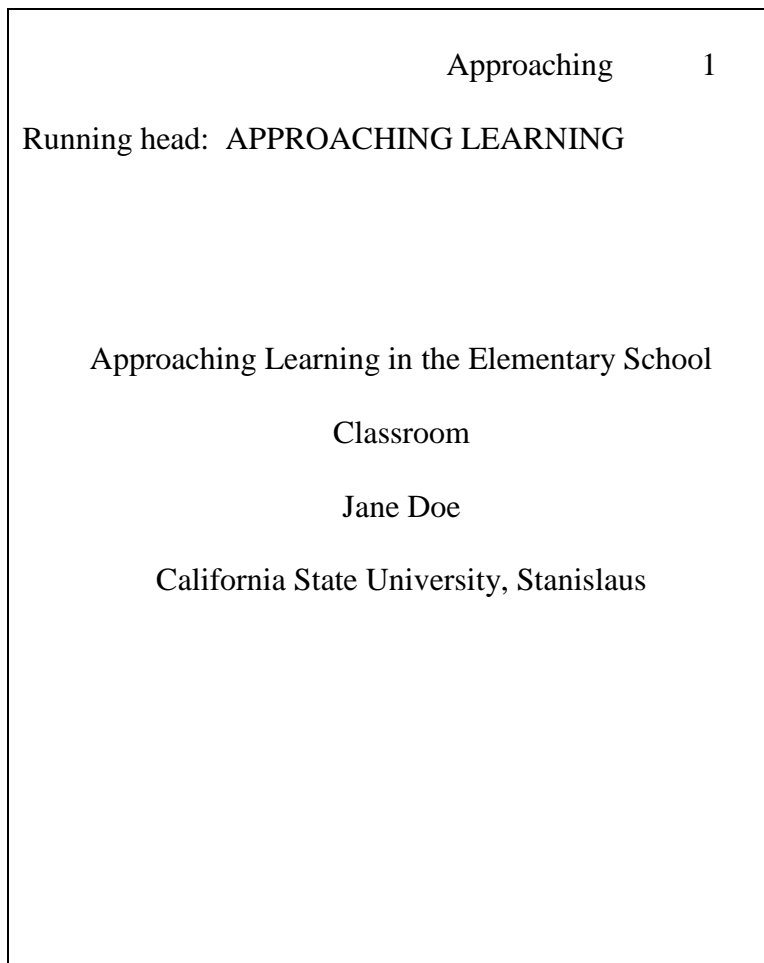
<u>**FORMAT FOR WRITTEN ASSIGNMENTS**</u>

Unless otherwise noted on the specific assignment description, all assignments and papers should be *typed*, following the format described below. The requirements here are a summary of the most important elements of APA style (and additional requirements for this course); please consult the APA manual for more specific descriptions. When in doubt always refer to those guidelines in the APA manual.

➤ **SPELL CHECK** and **PROOFREAD** everything you turn in. In order to catch awkward sentences, missed punctuation, and *form/from* errors, read your drafts out loud to yourself. This slows your eyes down, and you will be able to catch most of your editing errors that way. A poorly edited paper is hard to read; it can be very difficult to get past the surface errors to see the ideas of the paper.

➤ All typed assignments must be double-spaced, with 1-inch margins. Use white, 8.5 x 11 inch paper and black ink.

➤ These fonts are all in 12 point:
      New York
      Times New Roman
Notice that some are naturally larger than others. You need to make sure that your font is an appropriate size. New York should be in 11 point and Time New Roman should be in 12 point.

➤ When you use someone else's ideas as a resource, you must always acknowledge your source. This applies whether you paraphrase or directly quote the source. Any paraphrase should be entirely in your own words. Using even two words that are specific to that other author without putting those words in quotation marks is plagiarism (the exception to this is technical terms, which may be marked by quotation marks in the first instance and afterward used without quotation marks). After the quote or paraphrase, put the following in parentheses (use the punctuation shown): "xxxxxxxxx" (author's last name, year, p. #). See the APA manual for a description of this (and see me with any questions).

➤ The APA manual should be your guide for citation forms. You must learn how to use the manual effectively, particularly chapter 4 (which describes the format for references). I suggest you mark relevant pages with tape flags or post-it notes. On the next page is a brief list of other useful pages:

➢ **Any writing assignment longer than a single page must have a title page** (example below). This title page will have the specific title of the assignment, your name, school affiliation, a running head and a page header. Any essay or paper should have an original title: not "Classroom Management," but "Keeping Students On-Task." Note that the font used is the same typeface and size as in the body of the paper. So do not bold or make the print larger in the title.

                  Approaching 1

Running head: APPROACHING LEARNING

      Approaching Learning in the Elementary School

             Classroom

             Jane Doe

       California State University, Stanislaus

➢ Each page of the essay/paper should have a page header – a short title (50 characters maximum) followed by the page number (1 tab space or 5 spaces) in the upper right-hand corner. Example: for a paper titled "Language Conflicts in the Classroom," the header on page 4 will read "Language Conflicts 4". If you do not know how to use the header feature on your word processor, please see me for a brief tutorial. *Do not simply type the header separately on each page*.

Remember that computers and word processors are unreliable servants. At a minimum, you may be absolutely sure that the first time you print something out; there will be unpleasant surprises, such as bad page breaks, or a printer that decides to print the first page in blue (it's happened). Therefore, do not wait until the last panicky moment for the first print-out of your work. Even worse: it is easy to lose your work to a malfunction; either the machine's or – let's face it – your own. So be careful! If you wish to be extra-careful, keep a backup disk or a thumb drive and an extra hard copy of the paper.

REVISION GUIDELINES

What the comments mean:

Written comments or symbols in the margin usually apply to *Ideas* or *Organization*, but may also be tied to an underlined phrase. If you cannot read something, please ask me about it.

single underline: re-phrase this. Underlined phrase is too wordy, unclear, or just awkward. This line may be written vertically in the margin. This means that I didn't want to take the time to underline a particularly long phrase. These phrases affected your score under *Fluency and Clarity.*

double underline: ungrammatical. Most often used for punctuation and typos. Items may also be circled. These affected your score under *Grammatical Conventions* or *Format.*

check mark (√): effective reference noted (main point clear, idea is clear, good point, makes sense, correct APA formatting, etc.). These phrases are positive.

Revising:

Resist the urge to fix the smaller stuff first. Focus instead on the major comments (*Development of Ideas*, *Organization, and Using Sources*). Then, once you know the unclear/awkward sentence isn't going to be deleted, work on improving it. Then fix the typos, grammatical errors, and format problems.

When you turn in an essay revision, you must give me the original with my comments and the assessment page. I will only re-assess your essay if you have addressed the major comments. Only if no revision is necessary in those areas may you focus solely on fixing sentences, typos, etc... When you do revise for *Ideas* and *Organization*, also fix the smaller stuff.

Please do not staple both versions of the paper together. It is not necessary to include a new assessment page.

I will not review/read or grade an essay ahead of time. Consider visiting and utilizing the university's writing center to get additional one-on-one assistance.

NAME: _____   **DATE: _____**

❧ Essay Assessment Guidelines ☙

Please include a copy of this page with each essay you turn in. Your essays will be assessed on the criteria described below. Each essay is worth a total of 25 points (point division is shown below; the Personal Identity paper is worth 50 points, double in each area).

You will have the option of revising each essay and your personal ID paper to improve your grade. Only essays that include some revision of the first two criteria (Ideas and Organization) will be reassessed, unless no improvement in those areas is necessary.

	Essay	Revision	Personal ID	Revision
Development of Ideas	___ / 7	____ / 7	____ / 10	____ / 10

The essay thoroughly discusses a specific topic, with ideas that are clear and well-developed. There is a single clearly stated thesis, supported by specific claims, assertions, and examples. When outside sources are used, they clearly connect to the thesis.

Organization	___ / 7	____ / 7	____ / 6	____ / 6

The organization of the essay works to highlight main ideas and lead readers to key points. The introduction clearly presents the main argument; the conclusion wraps up all loose ends and reinforces important ideas. Transitions throughout the essay show how ideas connect.

Fluency and Clarity	___ / 4	____ / 4	____ / 5	____ / 5

The text can be read easily without missing any main points. Sentences are thoughtfully structured to build a strong clear idea to the reader. They flow well and are not wordy. Specific vocabulary use enhances ideas.

Grammatical Conventions	___ / 4	____ / 4	____ / 5	____ / 5

The essay has been spell checked and proofread carefully. Correct grammar is used: no sentence fragments, run-on sentences, dangling modifiers, or misused words. Punctuation (commas, semicolons, etc.) is correct. The word "you" is not used.

Format	___ / 3	____ / 3	____ / 4	____ / 4

Essay is typed with appropriate font and margins. Title page includes a specific essay title, your name, and school affiliation. Each page includes a page number and a running head (in the header – not typed separately on each page). Outside sources are properly cited when used. Length is as specified in assignment description.

	Essay	Revision	Personal ID	Revision
Total:	___ / 25	____ / 25	____ / 30	____ / 30

COMMENTS:

NAME: _____   **DATE:** _____

❧ Reflection Essay Assessment Guidelines ☙

Please include a copy of this page when you turn in your reflection essay. Your reflection essays will be assessed on the criteria described below. Each essay is worth a total of 100 points (point division is shown below.

REFLECTION PAPER: Your reflection paper will partly draw on your documented 30 hours of observation notes. You will write a 4-6 page paper integrating what you have learned in class and what you have learned in the field experience. The emphasis for this assignment will be on your ability to demonstrate critical reflection about your field experience. You may want to organize your essay around our major themes: motivation, assessment, management, and diversity, or you may want to focus on one specific area. Your essay must be more than a simple report of what you did; you should reflect on what you learned from the experience, how it relates to what you learned through class discussions and reading, and how you will apply this new knowledge. This paper will be in your portfolio, and will be assessed using the essay assessment guidelines. (You will not be able to revise this written assignment.)

DEVELOPMENT OF IDEAS ___ / 20

The essay thoroughly discusses a specific topic, with ideas that are clear and well-developed. There is a single clearly stated thesis, supported by specific claims, assertions, and examples. When outside sources are used, they clearly connect to the thesis.

ORGANIZATION ___ / 20

The organization of the essay works to highlight main ideas and lead readers to key points. The introduction clearly presents the main argument; the conclusion wraps up all loose ends and reinforces important ideas. Transitions throughout the essay show how ideas connect.

FLUENCY AND CLARITY ___ / 20

The text can be read easily without missing any main points. Sentences are thoughtfully structured to build a strong clear idea to the reader. They flow well and are not wordy. Specific vocabulary use enhances ideas.

GRAMMATICAL CONVENTIONS ___ / 20

The essay has been spell checked and proofread carefully. Correct grammar is used: no sentence fragments, run-on sentences, dangling modifiers, or misused words. Punctuation (commas, semicolons, etc.) is correct. The word "you" is not used.

FORMAT ___ / 20

Essay is typed with appropriate font and margins. Title page includes a specific essay title, your name and school affiliation. Each page includes a page number and a running head (in the header – not typed separately on each page). Outside sources are properly cited when used. 4-6 pages in length are as specified in assignment description.

REFLECTION ESSAY TOTAL: ___ / 100

COMMENTS:

Individual Education Plan

What is an IEP?
The IEP is your unique pathway to a Liberal Studies degree. The IEP will be used for future planning of coursework and to facilitate advising as you move toward your degree and career in teaching. <u>Be advised</u>: The IEP is unique to you and may not include the same courses as other students in the major. The IEP needs to be flexible – your information may change from one semester to the next, nothing is set in stone.

Why do we need to create an IEP?
An IEP is created to understand how to plan and organize your degree program. You will coordinate your courses to get the most out of your degree program and become the most effective teacher possible. When you create an IEP you take control of your learning – you "own" it. The IEP enables you to be your own educational advisor and to assist with the guidance of your progression towards your undergraduate degree.

TPE Addressed: Developing as a Professional Educator

Need To Include:
- Name
- Degree program
- Subject Matter Areas within Liberal Studies program
- Concentration (*all classes needed)
- Units:
  - ~ Lower Division
  - ~ Upper Division
  - ~ Units Earned <u>AND</u> when you <u>completed</u> the units
  - ~ Units Projected to complete <u>AND</u> when you <u>expect</u> to complete units
  - ~ Total Units Completed
- Grades received for courses

How to Format you IEP:
  - Use the IEP worksheet found on the Liberal Studies web page at: <u>www.csustan.edu/LiberalStudies</u> Click on to forms and then scroll down to IEP Document and download or save the form to your hard drive. Fill in and print two copies to be included in your portfolio.
  - Be sure to include and list all subject matter requirement classes.

Helpful Hints:
  - A completed checklist <u>DOES NOT</u> count as an IEP. Use the assigned IEP worksheet.
  - Use your resources: checklists, course catalog, transcripts, advisors
  - Might want to include an automatic "date updated" in the header or footer of the document.

For Portfolio:
  - Turn in <u>TWO</u> copies in your portfolio.
  - One copy belongs in the front pocket of the portfolio. This copy will go in your file in the Liberal Studies office.
  - The second copy will be returned to you with recommendations.

NAME: _____   **DATE: _____**

❧ INDIVIDUAL EDUCATION PLAN ASSESSMENT GUIDELINES❧

Each student will complete an Individual Education Plan (IEP) consisting of a listing of all your courses already completed, possible options for courses needed, and all of your course selections through graduation, including your concentration (**don't forget your name and student ID number or social security number**). This will provide you with an educational road map and will be a way of showing your educational objectives in the portfolio (in the personal identity section). Because the IEP will be included in the portfolio, it must be typed. A filled-in checklist is not acceptable. You will turn in 2 copies, one for your reference and one for the department files. .

You will have the option of revising your IEP to improve your grade points. Any revisions should be included with your original at the time your portfolio is turned in for evaluation. Please include a copy of this page when you turn in your IEP. Please sign and return with your IEP attached for grading. Your IEP is worth a total of 10 points and will be assessed on the criteria described below:

	IEP	Revision
• Your name and student ID number	____ / 3	____ / 3
• Includes subject matter course name and number	____ / 5	____ / 5
• Courses already completed are listed as are possible options for courses needed to graduate, including your concentration.	____ / 5	____ / 5
• IEP worksheet document is used & typed	____ / 3	____ / 3
• 2 copies are turned in.	____ / 4	____ / 4
• Units are added and totaled	____ / 5	____ / 5
• A filled-in checklist is not an acceptable personal IEP.	____ /0	____ / 0
TOTAL:	**____ / 25**	**____ / 25**

I understand that my completed IEP assignment is an **"UNOFFICIAL"** planning guide. Total units for university wide requirements and accuracy of progression towards an undergraduate degree have not been verified by the instructor. It is my responsibility to monitor and verify the accuracy of my personal progression towards my undergraduate degree.

_____
Student Signature

_____
Date

_____
Faculty Signature

_____
Date

❧ Research Written Codes and Symbols ❧

Written codes or symbols in the margin of your essays and research usually apply to *Ideas* or *Organization*, but may also be tied to grammatical phrases, spelling, etc. Use this rubric of symbols and codes revise and to determine the definitions of evaluative comments on your essays.

CODE	COMMENT	EXPLANATION
AC	Avoid Contractions	Research does not include contractions such as "doesn't", be sure to write out both words: For example; "…does not".
APA	APA	Be sure to follow American Psychology Association guidelines.
AFP	Avoid 1st Person	Avoid using 1st person language such as: Me, you, we, I, I, I
AWK	Awkward	Usually a syntax error.
DM	Dangling Modifier	A modifier (usually a phrase) "dangles" when there is no word in the sentence that it can sensibly modify. Wrong: Driving to school, the traffic appeared busy. (The nearest noun to the phrase should name the persons doing the driving. Instead, the sentence seems to say that the traffic was doing the driving).
EXP	Example	Please provide example.
F	Fragment	The sentence is incomplete (meaning that it lacks either a Subject or a Verb).
FFP	Failure to Follow the Prompt	Failure to follow the assignment prompt.
HUH	Huh?	I am unable to follow your reasoning.
PA	Pronoun Agreement	Singular pronoun referring to a plural noun or vice versa: e.g. "When a person thinks, they tend to do so in pictures."
PP	Parallel Phrases	Avoid excessive or poorly ordered detail in your sentences.
PV	Passive Voice	Use an active voice: (Weak) With great difficulty the paper was completed by me. (Stronger) With great difficulty I completed the paper.
R	Redundant	Needless repetition, double negatives or inflated phrasing
RO	Run on	The sentence needs to be broken into two (or more) sentences.
S	Syntax	The sentence is poorly constructed or does not follow the rules of English grammar.
SIG	Significance	What is the significance of this remark? How does it tie into your argument? What does it mean? Why are you telling me this?
SP	Spelling	Spelling error.
T	Tense	Incorrect verb tense.
Th Uncl	Thesis Unclear	No clear thesis statement in your introduction.
UNC	Unclear	Similar to "Huh?", but somewhat less baffling.
VA	Verb Agreement	Singular noun and plural verb or vice versa: e.g... "The reasons is that ..."
VR	Vague Reference	It is unclear what the pronoun is referring to.
WC	Word Choice	The word is incorrectly or oddly used. Choose another word.
WT	Weak Transitions	Weak transitions between main points and/or main ideas.