Syllabus
Course Description
Liberal Studies 3000
Community and Diversity

Liberal Studies 3000 Community & Diversity (WP)
Section 004
CRN 21023
Rachel Graybill-Bundgard  Spring 2008 TR  (8:00 - 9:27 A.M.) - C114
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Texts:
History—Social Science Content Standards for California Public School, K-12, (2000)

Catalog Course Description
Focus is on multiculturalism and diversity, including perspectives on cultural/linguistic differences, gender roles and the handicapped. This course satisfies the upper division writing proficiency requirement.

Prerequisites:
Satisfactory completion of Writing Proficiency Screening Test
Fingerprinting
T.B. Test

DISCLOSURE
While I believe in academic rigor, I maintain a reasonably flexible stance. If we determine together that this class is not going in the correct direction, adjustments will be made.

PURPOSE
The Liberal Studies major is extremely diverse and is designed to provide the student with a broad and rich education and establish a solid foundation for the future teacher. The primary purpose of this course will focus on strategies that will insure success both as a teacher and as a citizen. Through the process of self-exploration and critical reading and writing, students will confront and examine issues on diversity. Together we will explore ways to build a community that is purposeful, open, just, disciplined, caring, celebratory, and vital.

TEACHER VALUES
Many students spend a great deal of time trying to figure out who the teacher is and what the teacher expects from them. As a result, I thought it would be helpful if I listed some of the things that I value as a teacher. First and foremost is self-responsibility. I believe that people need to take responsibility for their actions. Another important value is critical thinking. I value people who never take anything on face value and who always are open to question authority in a civil way. I also value freedom of thought and speech coupled with civility and mutual respect. I believe in experiential and participatory learning and set high standards for both others and myself. I prefer to communicate more by talking than by
writing, tend to look at the big picture, and to try to grasp overall patterns. I value harmony and work to make it happen, and I also seek to understand rather than control things.

**ACADEMIC INTEGRITY**

A student’s name on any course exercise is taken as assurance that the exercise is the product of the student’s own thoughts and study, and that it is expressed in the student’s own words and produced without assistance, except as indicated by quotation marks, references, and footnotes acknowledging use of printed sources or other outside help. Unless permission is obtained ahead of time from the instructor, a student may not submit the same exercise in more than one course. Any form of plagiarism, cheating, inappropriate collaboration, or other types of academic dishonesty will not be tolerated and may result in expulsion from the university.

**FEEDBACK ON WRITING**

Students will be required to submit all rough drafts on my desk at the beginning of the class session in addition to all general commentaries from peers on rough drafts.

Note: Students are required to complete all assigned work. Failure to complete any assignment will result in a failed grade. There will be no exceptions.

**GOALS AND OBJECTIVES**

(I) Introduce the student to the university experience by
- Familiarizing students with services and programs at CSUS.
- Reviewing current issues in education.
- Assessing and developing the student’s writing abilities within the discipline to fulfill the Writing Proficiency requirement.

(II) Focus on the process of self-exploration through values clarification, temperament assessment, and discovery of personal attributes, skills, and talents by
- Providing a volunteer experience that will foster self-exploration, experiential learning, and an awareness of how these interrelate.
- Offering opportunities for students to enhance their communication skills through readings, writings, and group discussion.
- Discovering ways of building community to become an effective teacher and citizen.

(III) Encourage the student to explore issues of Human Diversity by:
- Exploring multiculturalism in our society.
- Developing specific skills, points of view, and competencies needed by professionals in the field.
- Examining learning and teaching styles.

All drafts of papers must include a cover page with your name and the title of your paper. Please attach all drafts along with any and all peer comments underneath the final draft and the copy of my evaluation form.

**Goal #1 University Experience**

**Attendance**

It is very important that students attend each class well prepared. Punctuality is also very important. My expectation is that students are prompt in their class attendance and in turning in assignments. This will assist each with his/her learning and also counts points toward the final grade. **No late work will be accepted** unless some previous arrangements have been negotiated with me, and these must be in writing. Students will lose points for late work. **Let me be very clear—attendance is crucial; each time a student arrives late or leaves early, I will assume the student is absent for that day.** Absences in excess of 70% of class time will receive no credit for the class during regular semester. Only one absence is acceptable during Winter Term due to the short nature of this term.

**Cell phones and pagers must be silent—No excuses!**

Anyone who leaves the classroom to answer his/her phone or text messages during class should take all personal belongs at that time, and I will mark the person as absent for the day.
Participation
It is crucial that students demonstrate a willingness to actively participate in classroom discussion; lack of participation will result in a lower grade. This class will be highly interactive throughout; I thoroughly embrace Socratic Dialogue in all my classes, and this class will not be an exception. Much of our time together will be spent working in groups. My expectation is that students have completed assigned readings prior to the lecture for that particular topic. Students who chatter amongst themselves or text message during presentations or lecture or do homework from other classes will be counted as absent for the day. Also no passing of notes will be tolerated. I have had a few who have done this in the past, and I find it distracting, rude and unprofessional. All discussions must be open to the entire class, and students not raising their hands will not be called upon to speak; speaking out without permission is grounds for dismissal for the day. If the behavior persists, the student will be dismissed from the class permanently. I expect students to act as they would wish their future students to act—nothing less will be acceptable.

Portfolio Project
Before students can take the senior seminar course (Liberal Studies 4960) they must have completed the portfolio project. The portfolio is a student’s ticket to success. It must contain a section on personal identity, motivation, classroom management, classroom assessment, service learning, and a research paper. This course will help students focus on all areas of their portfolio. Students will be required to purchase a 2” portfolio folder and include in it a title page; a table of contents; an introduction; a body including sections for each of the above-listed sections; an additional section for pictures, letters of recommendation; a section for the research paper and annotated bibliography; and a summary. Students may utilize protective sleeves if they wish; however, due to time constraints papers must be stapled and placed in one sleeve per entire document only. Later students may remove staples and place in sleeves as they desire. Students are strongly encouraged to begin work on additional areas of their portfolio.

For the purposes of this course each student’s portfolio will be graded largely on appearance, creativity, completeness of all sections, format, style or theme, clarity, and overall presentation. It might be helpful to answer the following questions:
- What reaction might my future employers have to my portfolio?
- What should I include in my portfolio that will help me influence a hiring committee?
- What other sections should I add that will assist a hiring committee with understanding what makes me truly unique?

Students should use as many pictures as possible. Computer graphics reflect a student’s creative and technical skill. Start obtaining as many letters of support as possible for the reference section. Students may want to begin to upgrade their resumes. Additionally, students should be sure to include all volunteer experiences.

GOAL #2 SELF-EXPLORATION

Individual Education Plan
Each student will complete an individual education plan consisting of a listing of the courses already completed, possible options for courses needed, and all of the course selections through graduation. This must be typed because it will be included in the portfolio. It will provide students with an educational road map that can be included as part of their educational objectives under personal identity. Individual education plans must be approved by me, and students are required to submit 2 copies (One will be submitted to student’s LIBS file and one will be returned to the student.)

Personal Identity Paper
When writing this paper, make certain to include information about your temperament. Do not assume the reader knows anything at all about temperament. Students should discuss their scores and what that score means to them as a learner, teacher, leader, etc. . . . This is very important in the discovery of self. It is not intended to pigeonhole anyone, only give the student something to think about. If a student disagrees with any or all of the results from the test the student can articulate this in the paper as well. This paper will be about each individual. Each student is asked to discuss his/her temperament, skills, attributes, goals and objectives. What is it that makes each individual unique? The paper should be approximately 2 ½ - 5 typewritten pages in length and must be written in the first person. You must utilize the readings from People Types & Tiger Stripes in this paper.

Answering the following questions will assist you with this paper:
- What is your personal identity as a teacher?
- How will your temperament affect the way you teach and learn?
- How will the temperament of your students affect the way you teach and the way they learn?
- Why do you want to teach?
- What positive attributes do you possess that qualify you to become a teacher?
- What specific skills have you acquired that will insure success in the classroom?
- What are your personal strengths?
- What are your personal challenges?
- How do you balance home and work life?
- How do you deal with difference?
Remember that this paper is all about you. Who you are and what makes you tick? Why should I entrust you with the care of my child? Write this paper to your interview panel, not to me. What is it about you that makes you special or unique? What qualities do you possess that would make me want to hire you? What is it about you that makes you determined to be a teacher? If you were teaching my child in your classroom, how would he/she describe you as a teacher? How will your students' temperaments affect the way you do or do not relate with them? What are you doing to assist yourself with personal growth? What additional professional development will you seek outside your college requirements, and why?

GOAL # 3 HUMAN DIVERSITY

Service Learning Project
If students want to help a child read, write, finish his or her homework for the first time, learn to tell time, even color within the lines, and believe the only way we will change society is one child at a time, then we have something to offer these students.

Service Hours
Students will be required to volunteer 30 hours of their time in the community in an educational setting. Students are encouraged to volunteer with an ethnic population that is different than their own. The student will complete a service learning agreement and keep copious notes. The emphasis on this assignment will be on the students’ ability to demonstrate critical reflection about their field experiences. Critical reflection provides the transformational link between the action of service and the ideas and understanding of learning.

Students are encouraged to visit several school sites and try to select the school where they will participate in their community service/service learning experience. The purpose of the community service project is to allow the student to gain experience in the field, and to assist them with making connections between the academic environment and the REAL world. I recommend the student to plan to spend all day Monday and Friday each week in the classroom. Also, the Placement School Site Declaration Form is due at the end of the second week on February 21.

You must immediately contact CSUS Public Safety in order to obtain a lives can if you have not done so previously. This is crucial in order to expedite your school placement. Live scan is available to students for $57.00 at Public Safety between the hours of 8-11 and 1-4. No appointment is necessary. If you have elected to be a blended student, you may file a form which will enable you to live scan and obtain DOJ clearance at the same time; of course the initial cost is more, but you will pay less in the long run. Check with our LIBS secretary; I believe the form is called the blue form.

University Fingerprint/Clearance Procedures
Students who need to submit fingerprints to be cleared by the University must follow these procedures:

• Go to the Department of Public Safety at the University located in the Campus Services Building.
• Pay Public Safety $57.00. Public Safety then forwards all paper work to the Department of Justice (DOJ).
• Hours available for live scanning at the Public Safety office between the hours of 8-11 and 1-4. No appointment is necessary.
• For further information feel free to contact the Department of Public Safety at the University at 667-3662 and speak to the fingerprint clerk.

Special note
Some students may have already submitted fingerprints and have been "cleared" through another school district. For example, some students may have submitted fingerprints because of employment as an instructional aide, maintenance/janitor, or other employment or because of volunteering, etc. Confidentiality laws do not allow those districts to inform the University whether you have been "cleared." Therefore, the district process will not exempt a student from undergoing the process again for "clearance" through the University. Students MUST have University Live scan Clearance, and it MUST be turned in to me prior to any classroom observations. ANY OBSERVATIONS DONE BY THE STUDENT WITHOUT HAVING TURNED IN A CLEARANCE FROM PUBLIC SAFETY WILL NOT COUNT TOWARD THE REQUIRED 30 HOURS FOR THIS CLASS.

Only students who have applied to and been admitted to a Credential Program at California State University, Stanislaus (CTC Clearance) or can show proof of a "valid and current" Substitute Teaching Clearance, are exempt from further fingerprinting.

Service Learning Contract
Before going out to the field site, students should try to work out on paper the kinds of things that they would like to learn. Look at the summary of the learning plan section first and write down your objectives. Then visit the selected site and negotiate with the field site supervisor around the terms of the learning plan. This will make it much easier to place the student in an appropriate community service project. It is critical to the success of the student's field experience that the student has a meaningful placement. It is also vital that the volunteer site has a clear understanding of what the student's needs are so they can make an appropriate match. The student should now be able to complete the summary of service objectives section. Afterward simply type up the service learning agreement and obtain all of the signatures.

You must submit a Placement School Site Declaration Form to me—this form can be obtained via the Liberal Studies website.
**Field Notes**
One of the most effective ways to measure a student's progress is through recording direct observations from his/her experience. Students will be required to write down copious notes for each time they volunteer. It is best to spread the 30 hours out over time (e.g. 10 hours per week for 3 weeks or 5 hours per week for six weeks). **IMPORTANT** THIS MEANS YOU MUST IMMEDIATELY FIND A CLASSROOM TO OBSERVE.

**Students will write a 2-4 page reflection paper on their observation experiences.**

**Research Project**

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<th>Topic</th>
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<td>When students conduct research for this paper, they must choose a topic related to <em>diversity in education</em>. Effective teachers plan instruction that draws on and values students’ backgrounds, prior knowledge and interests. Consider the vast diversity of the student population in California classrooms today; who are these students and how do they differ from each other? With respect to ethnic diversity, what issues compelled these ethnic groups to move from their homelands and establish themselves in California? What types of obstacles and challenges do your observation students have to overcome? Research the ethnic backgrounds of your students; how do their parent’s educational backgrounds affect your students’ outlook on learning. One issue to consider may be the native land’s purpose for educating its people. Consider both the positive and the negative aspects of the educational system in that country; this may include, but is not limited to, gender bias, socioeconomic status, types of assessment, learning abilities, physical abilities, and so on. Discuss how these students interact in the classroom(s) you are observing. How are these students’ individual needs being met? Think of exciting and stimulating classes in which your instructor used diverse teaching strategies to capture the interest of all students.</td>
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<th>Annotated Bibliography</th>
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<td>This project is one that allows the students at the introductory level to complete physical research. Students will be required to find a variety of (10) sources, including a minimum of (3) primary sources. Only 2 sources may be Internet. Sources should be current, no older than (5) years. Type the bibliography using APA style and list a summary of each source cited. Each annotation should be about two or more paragraphs in length and must include at least a paragraph summarizing the source and at least a paragraph discussing the usefulness of the source. In addition to the annotated bibliography, students will be required to construct a reference page of all sources which gave information on the topic, whether quoted or not.</td>
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<tr>
<th>Research Paper</th>
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<td>Each student’s paper must be related to working with the children at their volunteer site. Because the student has gained practical experience, he/she will be as much of an expert as the authors whose work is being read. Moreover, the student can take his/her research and apply it when working with children. Students can see for themselves whether the experts are right or wrong. This paper should be 10-12 typewritten pages in length. Students must cite all sources using APA style. Include both an annotated bibliography and a reference page. Remember that paraphrasing what other scholars have said or what their findings were requires proper citation, [i.e., According to Johnson (1997) gender equity has positive effects on learning as indicated in her study with XXXXXX. In yet another study conducted by Applegate &amp; Pursey (1996) it was found that #.#.#.#.]. Students should begin to explore their research topic by utilizing the resources available in the library. “ERIC” is a great place to start because it has a large database of educationally related journal articles. This exercise will also teach the student how to write an academic research paper in their discipline. Students MUST use proper APA format because this is the universal language used by all educational scholars. Use the APA handout for assistance with APA format and citation. For additional ideas or suggestions about research topics, talk to the volunteer site supervisor. <strong>This paper must be written in third person only. [NOTE: These papers must be written as argumentative papers; in other words, you must take a position about the topic. Please do not think a paper telling about the topic will suffice; I want you to be able to think deeply about the subject.]</strong></td>
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<th>Oral Report of Research Project</th>
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<td>Students must elect a topic that is appropriate to a college level audience and is approved by the instructor. The topic must be related to <em>diversity in education</em> and the thesis must integrate diversity in education; additionally, students must be able to relate their topic to the California State Social Studies/History Standards. No two students may address the same topic. The presentation should be 20-25 minutes in length, followed by a 5-minute question and answer period. The speaker is responsible for generating some questions for audience members. Watch the time carefully! The presentation should have a clear purpose and structure, a research base of at least 5 sources, and visual aids integrated throughout. The audience, our class, needs to be &quot;involved&quot; during the presentation in creative and engaging ways. This involvement should be more than a pencil and paper activity.</td>
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Speakers should plan their time wisely and carefully develop the introduction, body and conclusions of each speech with audience interest and comprehension in mind. Presenters should strive to include supporting materials that build and sustain audience interest throughout the speech. Visual aids are required and should be relevant to this speech and your future classrooms. Use of videotape is also required and should take about 5 minutes of the total presentation time. Speeches might, but are not required to, include ways that the topic could be taught to K-6 students.

Delivery of the speech must be extemporaneous and conversational, delivered from brief speaking notes. Presenters are responsible for strong eye contact, good vocal energy and dynamic vocal variety. Reading from a manuscript is not acceptable and will result in a grade of NO Credit. Speakers must give an exact copy of their speaking notes to the instructor before the presentation begins.

The speaker is responsible for distributing his/her topical outline and an annotated bibliography to all class members upon conclusion of the presentation; at the discretion of the class these may be sent out as email attachments. Speakers are also responsible for distributing copies of their evaluation forms (instructor will provide this form) before their presentation begins. The instructor will collect the forms and return them to the speaker at the following class period along with the instructor's evaluation form. After the speaking schedule has been finalized, presentations are due on the date assigned and there may not be opportunities for make-up or repeat presentations. (This assignment has 25 points possible).

Students arriving late on presentation days must wait outside while presentations are in progress—please do not enter while presenter is presenting—this is:
1. Disrupting to the presenter and audience
2. Rude

Major Papers
Each of the following subjects presents a crucial, practical aspect of good teaching. Each paper is preceded by class discussion to help you to reflect deeply. Use some of your time in the classroom to discuss these topics with your mentor teacher. This mentor teacher is your best reference. These papers MUST be written in third person only. This often presents a problem for students. In order to easily accomplish this, one should address the prompt by stepping back and looking at the issues from a global perspective; in other words, address the issues from the perspective of what excellent teachers would do in order to create an ideal classroom in which all students are actively engaged in the joyful business of learning.

1. Motivation. Write a paper describing your motivational plan and the instructional strategies that you will use to engage students in your classroom. How will you apply these approaches? Include modifications you will introduce on the basis of your focused observation experiences and teacher interviews. Due: by 11:59 PM Tuesday – March 18, 2008 via an email attachment to RGBundgard@aol.com; a corrected copy must be submitted to me so I can sign it later.

2. Assessment. Effective teachers incorporate multiple assessment strategies. They constantly assess and modify their teaching after careful reflection on student outcomes and other assessment feedback. Reflect on your experiences of assessment; identify the assessment strategies you think will be most effective in motivating and guiding student learning in elementary classroom teaching. Due: by 11:59 PM Thursday – April 3, 2008 via an email attachment to RGBundgard@aol.com; a corrected copy must be submitted to me so I can sign it later.

3. 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 interviews with elementary teachers 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. Due: by 11:59 PM Tuesday – April 15, 2008 via an email attachment to RGBundgard@aol.com; a corrected copy must be submitted to me so I can sign it later.
[NOTE: These papers must be written as argumentative papers; in other words, you must take a position about the topic. Please do not think a paper telling about the topic will suffice; I want you to be able to think deeply about the subject.]

**LIBS3000 Grading Schedule** is as follows:

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<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Grade Point Spread</th>
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<tr>
<td>95-100%</td>
<td>A</td>
<td>448-475</td>
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<tr>
<td>90-94%</td>
<td>A-</td>
<td>424-447</td>
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<tr>
<td>86-89%</td>
<td>B+</td>
<td>405-423</td>
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<tr>
<td>83-85%</td>
<td>B</td>
<td>391-404</td>
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<td>80-82%</td>
<td>B-</td>
<td>376-390</td>
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<tr>
<td>76-79%</td>
<td>C+</td>
<td>357-375</td>
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<td>73-75%</td>
<td>C</td>
<td>343-356</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
<td>329-342</td>
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<tr>
<td>66-69%</td>
<td>D+</td>
<td>320-328</td>
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<tr>
<td>63-65%</td>
<td>D</td>
<td>296-319</td>
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<td>60-62%</td>
<td>D-</td>
<td>281-295</td>
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<tr>
<td>59% and Lower</td>
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<td>below 280</td>
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**Points Possible: 475**

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**Attendance/ Participation** 100

**Personal Identity Paper** 50

**California Teacher Performance Expectations** 75

Includes the following (3-5 page) papers:
- Motivation (25)
- Classroom Assessment (25)
- Classroom Management (25)

**Research in Human Diversity** 100

Includes Paper (60)
- Annotated Bibliography (25)
- and Reference Page (15)

**Oral Presentation** 25

**Experience Reflection Paper** 25

**Portfolio** 100

- On time & Complete 30
- Professional Appearance
- Title Page
- Table of Contents
- Letter of Application (Written to M.S. Credential Coordinator)
- IEP
- Resume
- Content Standards
- History & Social Science 5
- Language Arts 5
- Mathematics 5
- Science 5

[Note: Do not merely hand in a copy of the standards—I want to see a student-generated document, not a copy of the state standards.]

Review & Reflection on Field Experiences includes each of the following items:
- Service Learning Contract
- 2 Site Evaluations
- Site Declaration Form
- Notes

**Total Points Possible** 475
Portfolio Format

1. Identify yourself both on the outside front and on the spine of the portfolio binder.
   - Title Page
   - Table of Contents
   - Introduction to this specific portfolio project

2. Personal Identity Section
   - Letter to Multiple Subject Credential Coordinator
   - Autobiography focusing on strengths in the elementary classroom (Personal Identity Paper)
   - Personal vita or resume
   - Individual Education Plan (This cannot simply be a program check-off sheet.)

3. Subject Matter Competency Section
   - California Standards documentation

4. “indicators of competence” required in all of the following subject areas:
   - Language and Literature
   - History and Social Science
   - Mathematics
   - Science – physical, life, and earth
   - Visual and Performing Arts – Art, Music, Theatre, and Dance
   - Physical Education, Human Development, and Health

   The Subject Matter Competency Section must be started in Liberal Studies 3000, but it needs to be completed by the end of the first week of Liberal Studies 4960.

   Subject Matter Content Standards, per se, are not required; we want to see artifacts or a short paper describing the courses covered from each particular area listed above.

5. Service Learning Section
   - Service Learning Contract
   - Service Learning Notes – These are the actual field notes; I want them with drawings, handwritten and unexpurgated
   - Observation Verification/Observation Log
   - Performance Appraisal Summaries (midterm and final)
   - Review and reflection on field experience in elementary classrooms. (Observation Reflection Paper)

6. Section for the research paper and annotated bibliography

7. Technology Section: websites, technology plan [To be completed for LIBS4960]

8. Integrated Learning [LIBS4960 only]

9. Motivation Section

10. Assessment Section

11. Classroom Management Section

12. Summary of main ideas

(Any documents left in portfolio from previous classes, such as LIBS 1000 or 2000 may be integrated into the above organization or left out entirely. Use those sorts of materials only if you feel they directly relate to the topics we will cover in LIBS3000. I recommend that students set up a second binder which they may use as a storage area for materials that have been gleaned from other classes and they may want to utilize later in their portfolios but do not directly relate to the LIBS3000 topics.)
Liberal Studies 3000 Class Schedule of Events

Week One

Thursday – February 14, 2008
Introduction and Syllabus
Readings:
Kaleidoscope - Motivation
Motivation (All readings marked with an asterisk are required readings.)
*6. Lessons of a First-Year Teacher, Ness p. 27
*38. Engaging Students, Dodd p. 214
*39. Students Need Challenge, Clifford p. 218
1. Reflection is at the Heart of Practice, Hole & McEntee p. 2
2. The Heart of the Matter, Fried p. 7
4. The Great Teacher Question, Ducharme p. 14
5. Can Star Teachers Create Learning Communities, Haberman p. 21
9. Letter from a Teacher, Crowley p. 46
*People Types & Tiger Stripes - Read entire text

Week Two

Tuesday – February 19, 2008
Introduction and Syllabus
In-Class Writing Assignment
Letter (Portfolio) discussion
Research Paper Assignment

Thursday – February 21, 2008
I.E.P.
Portfolio Exploration
Punctuation & Sentence Structure
DUE: Placement School Site Declaration Form
Service Learning Agreement
Proof of TB Test Clearance
Proof of Live Scan Clearance

Week Three

Tuesday – February 26, 2008
I.E.P. wrap-up
Discussion - Personal Identity as a Teacher
Unit One –Motivation

Thursday - February 28, 2008
Motivation Discussion
Letter for Portfolio is due
DUE: I.E.P.
Week Four

**Tuesday – March 4, 2008**

**Unit Two – Assessment**

**Readings:**

**Kaleidoscope - Classroom Assessment**

Classroom Assessment (All readings marked with an asterisk are required readings.)

*40. *You Can Teach for Meaning, McTighe, Seif, and Wiggins p. 225
*42. *Making the Grade: What Benefits Students, Guskey p. 237
*44. *Mapping a Route Toward Differentiated Instruction, Tomlinson p. 254

54. *The Kind of Schools We Need*, Eisner p. 332

**Thursday - March 6, 2008**

**Assessment Discussion**

**Readings:**

**Kaleidoscope - Classroom Management**

Classroom Management (All readings marked with an asterisk are required readings.)

*15. *Hostile Hallways, Woods p.75
*16. *How to Create Discipline Problems, Wasicosk & Ross p. 79
*50. *The Ethics of Teaching, Strike p. 293
*51. *The Teacher’s Ten Commandments, McDaniel p. 298

34. *Teaching Themes of Care, Noddings p. 186
35. *Mining the Values in the Curriculum, Ryan pp. 194
37. *The Key to Classroom Management, Marzano and Marzano p. 206
52. *The Return of Character Education, Lickona p. 310

Week Five

**Tuesday – March 11, 2008**

**Paper One (Motivation) Peer Edit**

**Thursday - March 13, 2008**

**Unit Three – Classroom Management**

**Readings:**

**Kaleidoscope - Diversity**

Diversity (All readings marked with an asterisk are required readings.)

*10. *Who Is This Child*, Barr p. 50
*12. *Problem Students, Etizen p. 56
*68. *Enabling or Disabling? Observations on Changes in Special Education*, Kauffman, McGee, and Brigham p. 418
*70. *With Boys and Girls in Mind*, Gurian and Stevens p. 434
11. *Leaving No Child Behind, Edelman p. 52
13. *Memories from the “Other”*: Lessons in Connecting with Students, Knestrict p. 63
14. *Understanding and Working with Students and Adults from Poverty, Payne p. 69
64. *The New Diversity, Hardy p. 399
67. *The Importance of Multicultural Education*, Gay p. 411
Week Six

Tuesday – March 18, 2008
Classroom Management Discussion, cont.
Portfolio review
DUE: All Final Drafts of Paper One—Motivation due via internet by 11:59 PM.
DUE: All Rough Drafts of Paper One and Peer Evaluations due next in-class meeting, 4/3/08.

Thursday – March 20, 2008
Library Day

Week Seven

S P R I N G  B R E A K  M A R C H  2 4 - 2 8 ,  2 0 0 8  -  H O L I D A Y

Week Eight

Tuesday – April 1, 2008
Paper Two (Assessment) Peer Edit

Thursday – April 3, 2008
Discussion of California State Social Studies/History Standards
DUE: All Final Drafts of Paper Two—Assessment due via internet by 11:59 PM.
DUE: All Rough Drafts of Paper Two and Peer Evaluations due next class meeting.

Week Nine

Tuesday – April 8, 2008
Discussion of California State Social Studies/History Standards

Thursday – April 10, 2008
Peer Edit Paper Three – Classroom Management
Personal Identity Paper Due
Presentation Social Studies & History Standards

Week Ten

Tuesday – April 15, 2008
Presentation Social Studies & History Standards
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
1.
2.
3.
DUE: All Final Drafts of Paper Three—Classroom Management due via internet by 11:59 PM.
DUE: All Rough Drafts of Paper Three and Peer Evaluations due next class meeting.
Thursday – April 17, 2008
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
4.
5.
6.

Tuesday – April 22, 2008
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
7.
8.
9.

Thursday – April 24, 2008
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
10.
11.
12.

Tuesday – April 29, 2008
Reflection paper due
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
13.
14.
15.

Thursday – May 1, 2008
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
16.
17.

Tuesday – May 6, 2008
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
18.
19.

Thursday – May 8, 2008
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
20.
21.
Week Fourteen

**Tuesday – May 13, 2008**
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
  22.
  23.

**Thursday – May 15, 2008**
Research Presentations/Portfolio Due
Research Paper and Annotated Bibliography
  24.
  25.

Week Fifteen

**Tuesday – May 20, 2008**
Portfolio Returns

**Finals Week**
May 22-23, 27-29, 2007
A Writer’s Checklist

1. **THE THESIS:** Can you underline it? Is it expressed clearly and specifically?

2. **THE PARAGRAPHS:** Do they each develop one main idea? Do they develop the ideas adequately and coherently?

3. **EVIDENCE:** Are your examples sufficient to support your ideas?

4. **DEFINITION:** Have you identified the key terms in your paper and defined them adequately?

5. **SENTENCES:** Do the sentences express your ideas concisely and effectively?

6. **TRANSITIONS:** Do the transitions work well to tie one part of the paper to another? Did you use an appropriate transition for this particular instance, i.e., What does the transition signal to the reader?

7. **WORD CHOICE:** Do the words you use in the paper aptly and precisely express your meaning? Have you used specialized or technical words correctly?

8. **ERRORS OF STRUCTURE AND USAGE:** Can you spot any major errors (e.g., fragments, run-on sentences, agreement errors) particularly the problems that have appeared most frequently in your own writing?

9. **AUDIENCE:** In your own judgment, does the writing as a whole make the most effective appeal that it can to the audience for whom it is intended?

10. **PERSON:** Did you stay in the same person throughout the paper? In other words, if you started the paper in third person, did you stay in third person?
**LIBS 3000 Syllabus, Page 15**

**INDIVIDUAL EDUCATION PLAN**

Name: _________________________________________________ Student ID#: ____________________________________________

Course: ___________________________ Term: __________________________ Instructor: _____________________________________________________________

LIBS Program: [Blue] [Yellow] [Red] Concentration: _______________________ Concentration Advisor: ____________________________________________

**Subject Matter Preparation Program Requirements**

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Biological Science</th>
<th>Children's Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Math 1030</td>
<td>Philosophy or Humanities Survey</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Math 1040</td>
<td>American Government</td>
</tr>
<tr>
<td>Physics</td>
<td>Art</td>
<td>Ancient World History</td>
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<tr>
<td>GEOL 2400</td>
<td>Music</td>
<td>California History</td>
</tr>
<tr>
<td>Physical Science lab</td>
<td>Theatre</td>
<td>Geography</td>
</tr>
</tbody>
</table>

*Activity performances or studio course (Art, or Theatre, or Music)

Computer Science

*Activity performance or studio course (Art, or Theatre, or Music)

must be in two different disciplines, i.e. Art and Music. **Note:** All course in LIBS Major Area 4D: Artistic Inquiry are activity, performance or studio classes.

**EDUCATION (See GE Course Listing for LIBS Majors)**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>TERM</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>A. Communication Skills (9)</td>
<td></td>
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<tr>
<td>1. Oral Communication (3)</td>
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<td>2. Composition (3)</td>
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<td>3. Critical Thinking (3)</td>
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<tr>
<td>B. Natural Sciences and Math (9)</td>
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<tr>
<td>1. Physical Science (3)</td>
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<tr>
<td>2. Biological Science (3)</td>
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<tr>
<td>Laboratory (1)</td>
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<td>C. Humanities (9)</td>
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<tr>
<td>1. Arts (3)</td>
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<td>2. Literature/Philosophy (3)</td>
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<td>3. Other (3)</td>
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<tr>
<td>D. Human Behavior (12)</td>
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<tr>
<td>1.a. U.S. History (3)</td>
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<tr>
<td>1.b. U.S. Constitution and California State and Local Government (3)</td>
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<tr>
<td>2.a. Structures and Processes (3)</td>
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<td>2.b. Society and Culture (3)</td>
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<tr>
<td>E. Resources (3)</td>
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<tr>
<td>1. Health/Computer Science (3)</td>
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<td>2. Physical Education (1)</td>
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</table>

**MAJOR-CONCENTRATION (See Major Information Sheet for course choices)**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>TERM</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>A. Social Inquiry (3)</td>
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<tr>
<td>B. ScientificMathematical Inquiry (3)</td>
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<tr>
<td>C. Humanistic Inquiry (3)</td>
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</tbody>
</table>

**CONCENTRATION (18-22 units)**

Concentration classes are approved by concentration advisors, who are available in discipline departments. Each LIBS major should meet with a concentration advisor as soon as possible and secure a concentration advising plan. Required coursework should be listed below.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>TERM</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>1. Science/Math (3)</td>
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<tr>
<td>2. Humanities (3)</td>
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<tr>
<td>3. Social Sciences (3)</td>
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</tbody>
</table>

8/25/06
Classroom Observation
*(NOTE: Turn in with the portfolio)*

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th>Teacher’s Name</th>
<th>Student’s Name</th>
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<tbody>
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<th>Date</th>
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<th>Sign-in</th>
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16
LIBS 3000 ORAL PRESENTATION EVALUATION FORM  
(Student Evaluation Form—Please provide each student with a copy at the time of your presentation.)

<table>
<thead>
<tr>
<th>Speaker: _____________________________________________________</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:    _____________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E—Excellent =4</th>
<th>G—good =3</th>
<th>A—average = 2</th>
<th>NI—needs improvement =1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMITMENT</td>
<td></td>
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<tr>
<td>Speaker seem committed to the topic</td>
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<tr>
<td>Speaker had done enough research</td>
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<tr>
<td>TOPIC and PURPOSE</td>
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<tr>
<td>Topic fits the assignment and time limit</td>
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<tr>
<td>Topic handled imaginatively</td>
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<tr>
<td>Purpose of the speech is clear</td>
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<tr>
<td>Topic adapted to the audience</td>
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<tr>
<td>SUBSTANCE</td>
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<tr>
<td>Clear explanation of subject matter areas methods, values,</td>
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<tr>
<td>goals</td>
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<tr>
<td>Clear connection of subject matter areas</td>
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<tr>
<td>Main points supported by evidence</td>
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<tr>
<td>Examples clear and interesting</td>
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<tr>
<td>Reasoning clear and correct</td>
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<tr>
<td>LANGUAGE</td>
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<tr>
<td>Language clear, simple, and direct</td>
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<tr>
<td>Uses correct grammar and pronunciations</td>
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<tr>
<td>Uses correct collegiate level, concrete, and colorful language</td>
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<tr>
<td>STRUCTURE</td>
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<tr>
<td>Introduction sparks interest and attention</td>
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<tr>
<td>Main ideas are clearly focused</td>
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<tr>
<td>Transitions are used to build continuity</td>
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<tr>
<td>The conclusion helps refocus the message</td>
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<tr>
<td>PRESENTATION</td>
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<tr>
<td>Speaker’s enthusiasm</td>
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<tr>
<td>Speech presented extemporaneously</td>
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<tr>
<td>Gestures and body language complement ideas</td>
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<tr>
<td>Vocal variety</td>
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<tr>
<td>Eye contact</td>
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<tr>
<td>Notes handled unobtrusively</td>
<td></td>
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<tr>
<td>Rate and loudness appropriate to material</td>
<td></td>
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<tr>
<td>Clear tie-in  to Social Studies/History Content Standards</td>
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</table>

TIME:_____________                         POINTS: __________________
Performance Appraisal Summary

Midterm Final

(Note: Turn in with the portfolio)

Name of Student______________________________________ Site Mentor _______________________________

School Site __________________________________________ Grade/Age/Placement _______________________

<table>
<thead>
<tr>
<th>1. Attendance: Comes to the site regularly and on time (Consider absences, absences without sufficient notice, and tardiness.)</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>2. Relationships with Student and Staff: Works cooperatively with others, treats others with respect and confidence.</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>3. Work Habits: Follows established policies and procedures, uses work time effectively, initiates work activities. Consider extent to which work completed is accurate, well-organized and thorough.</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
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</table>

<table>
<thead>
<tr>
<th>4. Analyzing Situations &amp; Materials: Consistently demonstrates good judgment in analyzing situations and in drawing conclusions.</th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
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</table>

General Comments:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Performance Appraisal Summary discussed with the student? □ Yes □ No

Signature of University Instructor: Rachel L. Graybill-Bundgard Date: May 21, 2008

Signature of Site Mentor: __________________________________________ Date _________________

Signature of Student: __________________________________________ Date _________________
LIBS 3000 Community & Diversity

Self Evaluation of Papers
(This completed form is required for all papers being turned in for a grade.)

Writer’s Name_________________________________________

1. An effective piece of writing should leave a reader wiser, whether from new insights about a familiar topic, or from new information. How did you leave the reader wiser? *Summarize in one or two sentences what your readers could learn from this paper*

2. Who are your potential readers?

3. Did you include reference to the observations, the readings and the lectures?

4. Can you underline the thesis of the essay? If yes, do it; if no, you need to develop one. *Without a thesis statement, your paper will not be graded.*

5. Did you as the writer develop your ideas in essay form effectively? What made these ideas effective?

6. Did you as the writer include enough specific examples and details to support the idea?

7. How many paragraphs does the paper contain? ________ Are the paragraphs fully developed and clearly connected?

8. Did you as the writer employ an enticing and informative introduction and a satisfying conclusion? How could you improve it, if needed.

9. Did you as the writer rely on vivid, concise words to make your points?

10. Proofread carefully for any errors in spelling and punctuation.

11. Did you utilize collegiate level vocabulary?
Comment List—The following list includes comments I typically make on student papers. In order to not have these comments, and to earn the highest grades, students need to be aware of their personal common errors and work to ensure these errors are corrected.

[Do not use abbreviations in formal papers] Formal papers should not contain abbreviations.

[Do not use contractions in formal papers] Formal papers should not be written to contain contractions; instead of can’t or isn’t, use cannot or is not.

[Do not use numerals in formal papers] Numbers less than 100 should be written out in formal papers.

[Does not follow correct APA format—(Author, year, page number optional)] Remember all papers in this course must be in APA.

[Awkward] Your thoughts must be clearly stated.

[Capitalize the first letter of proper nouns.] Proper nouns are always capitalized, e.g. you would capitalize a school’s name: Modesto High School, Shiloh School, Hart-Ransom School, etc.

[Capitalization error] Sometimes students forget to use capitals when beginning sentences or when stating proper names. Sometimes students use capitals in error when naming a noun, such as high school or a subject, such as math. English, Spanish, French are always capitalized.

[Lacks complete citation—lacks publisher and address.] Be sure to give a complete citation in the reference page.

[Comma error] Many students have problems knowing where to utilize commas. They should be used as follows:

- Use a comma after phrases of more than three words that begin a sentence, after an introductory clause.
- Use a comma before a FANBOYS conjunction when building compound sentences.
- Use a comma when listing simple items.
- Use commas before and after nonessential words, phrases, and clauses, that is, elements embedded in the sentence that interrupt it without changing the essential meaning.
- Use a comma to separate the day of the month from the year and after the year, such as July 4, 2007.
- If any part of the date is omitted, leave out the comma.
- Use a comma to separate two adjectives when the word “and” can be inserted between them.
- Use commas before or surrounding the name or title of a person directly addressed.
- Use a comma to separate the city from the state and after the state. Some businesses no longer use the comma after the state.
- Use commas to surround degrees or titles used with names.
- Use commas surrounding words such as therefore and however when they are used as interruptors.

[Comma splice] Be careful not to try to splice compound sentences together with a simple comma; instead you may use a comma + FANBOYS conjunction, or you may use a semicolon, especially handy when the clauses are closely related.

[Semicolon comma error] At times students use commas when they should have used semicolons and visa versa.

[Semicolon error] Use semicolons in the following manner:

- Use a semicolon in place of a period to separate two sentences where the conjunction has been left out.
• It is preferable to use a semicolon before introductory words such as *namely, that is, i.e., for example, therefore, whereas, e.g., or for instance* when they introduce a complete sentence. It is also preferable to use a comma after the introductory word.

• Use the semicolon to separate units of a series when one or more of the units contain commas, listing complex items.

• Use the semicolon between two sentences that are joined by a conjunction but already have one or more commas within the first sentence.

[Several minor formatting issues have been fixed.]

• At times students neglect to utilize a hyphen when writing numbers between twenty-one and ninety-nine, or they may forget to hyphenate between two or more adjectives when they come before a noun and act as a single idea.

• Reflexive pronouns - myself, himself, herself, itself, themselves, ourselves, yourself, yourselves- should be used only when they refer back to another word in the sentence.

• One thought to a sentence, please.

• It is sometimes difficult to stay in the same person, especially since we try to state thoughts with political correctness. If students stay in the plural, it is hard to go wrong.

• On occasion students may forget to write out complete thoughts, which often results in a sentence fragment.

• Sometimes students forget that they must refer to things as thats and people as whos or whoms.

• Use the “he/him” method to decide which word is correct. he = who and him = whom

• When spelling errors are found, it is usually a result of sloppy proofreading. I find this inexcusable at this level of education, especially with the invention of computers with a spellcheck function. But be careful, spellcheck will not catch improperly used homophones.

• A pronoun usually refers to something earlier in the text (its *antecedent*) and must agree in number — singular/plural — with the thing to which it refers. The need for pronoun-antecedent agreement can create *gender* problems. If one were to write, for instance, "A student must see his counselor before the end of the semester," when there are female students about, nothing but grief will follow. One can pluralize, in this situation, to avoid the problem:

  • Students must see their counselor before the end of the semester.
  
  Or, one could say

  • A student must see his or her counselor. . . .

• The basic rule states that a singular subject takes a singular verb while a plural subject takes a plural verb. The trick is in knowing whether the subject is singular or plural. The next trick is recognizing a singular or plural verb. *Hint:* Verbs do not form their plurals by adding an *s* as nouns do. In order to determine which verb is singular and which one is plural, think of which verb you would use with he or she and which verb you would use with they.

• At times students can get quite verbose; remember an economy of words can be quite elegant.
Be careful here—a poorly chosen verb takes the reader’s attention from what is being said and, instead, focuses the attention on how the thought is stated.

Be wary of how thoughts are stated; order does matter.

For whatever reason, students at times utilize incorrect words; their may be substituted for there or to used instead of too. The fact remains—students must carefully proofread papers for these sorts of errors.

Use similar grammatical form when offering several ideas. This is called parallel construction.

Problem with possession.
LIBS 3000: Community & Diversity

Paper Evaluation Form

(This is the form I use for grading—you must print this 2-page form out and submit it at the end of each paper, except the research paper and personal identity.)

Name_______________________________________________ Assignment________________________________________

Title _________________________________________________________________________________________

Completion of specific elements of the assignment.
☒ Paper is on time.
☒ Paper has relevant attachments.
☒ Paper is appropriate in length.
☒ Paper is in correct APA format (title page, source citations, reference page, etc.)
☐ Lacks Bibliography/Reference page
☐ Lacks Correct APA Formatting
☐ Lacks Correct Use of Header
☐ Lacks Correct Use of Pagination
☒ Paper contains all necessary footnotes. (5 points possible)

Organization and development of ideas.
☒ Introduction includes clear thesis and preview of structure
☐ Lacks Clear Thesis
☐ Lacks Clear Preview of Points Covered in the Body
☒ Body has clearly developed main ideas.
☒ Conclusion reinforces thesis, summarizes and generalizes.
☒ Paper includes effective transition throughout.
☒ Key terms are defined and clarified. (5 points possible)

Depth of analysis.
☒ Paper includes relevant background.
☒ Paper includes analysis of all significant elements of the assignment.
☒ Paper gives clear explanation and justification of conclusions; it incorporates background from assigned readings, lecture, and observation hours.
☐ Lacks Reference to Assigned Readings
☐ Lacks Reference to Lecture
☐ Lacks Reference to Classroom Observations
☒ Paper gives adequate use of examples and reasoning.
☒ Paper includes well-supported personal evaluation. (5 points possible)

Clear writing style.
☒ Paper includes complete correct sentences, correct spelling, correct use of punctuation, careful pronoun use, accurate grammar.

See following checked boxes for personal common grammatical/formatting errors:
☒ [Abbreviations error(s) present]
☒ [Lacks correct APA format—(Author, year, page number optional)]
☒ [Awkward]
☒ [Capitalization error(s)]
☒ [Lacks complete citation—lacks publisher and address.]
☒ [Comma error(s)]
IN MY MIND, THERE IS NO EXCUSE NOT TO USE SPELLCHECK; THEREFORE, I RESERVE THE RIGHT TO NOT READ PAPERS NOT SPELLCHECKED—I WILL HAND IT BACK UNREAD AND THE PAPER WILL BE LATE/OR MARKED AS UNSUBMITTED. NO EXCEPTIONS.

IN MY MIND, THERE IS NO EXCUSE NOT TO PROOFREAD; THEREFORE, I RESERVE THE RIGHT TO NOT READ PAPERS NOT PROOFREAD—I WILL HAND IT BACK UNREAD AND THE PAPER WILL BE LATE/OR MARKED AS UNSUBMITTED. NO EXCEPTIONS.

Paper has correct paragraph construction (including topic sentences), economical and interesting use of language. Paper has been edited and revised since first draft. (10 points possible)

- Lacks use of collegiate level wording
- Lacks Correct Paragraph Construction
- Lacks Varied Sentence Structure
- Lacks Reference to Assigned Readings

/25
DRAFT OF ESSAY PAPERS: QUESTIONS FOR GROUP MEMBERS

First read through the questions below and then read the entire paper quickly. Next, go back and answer the questions in the spaces provided. Be sure to offer specific advice. Return this completed sheet to the writer. Turn in this paper with your essay.

1) An effective piece of writing should leave a reader wiser, whether from new insights about a familiar topic, or from new information. Pretend you are a prospective teacher who is not familiar with many of the concepts and methods discussed in our course. (You might also want to ask the author of the paper who the potential readers are). Would this paper leave you wiser? Summarize in one or two sentences what such readers could learn from this paper. (If you have a hard time doing this, you might explain your confusion to the writer).

2) Has the writer developed his/her ideas in essay form effectively? Why or why not? I expect you, the reader, to suggest improvements.

3) Has the writer included enough specific examples and details to support his/her idea? Underline particularly effective support; put a star* in the margin where more support is needed.

4) How many paragraphs does the paper contain? ________ Are the paragraphs fully developed and clearly connected? In the space provided below, explain where the author needs to work on improving the organization of ideas.

5) Does the paper have an enticing and informative introduction and a satisfying conclusion? Offer advice for improvement, if needed.

6) Does the writer rely on vivid, concise words to make his/her points? Circle any words that strike you as ineffective.

7) Proofread carefully for any errors in spelling and punctuation. Circle any words or punctuation marks that you think are incorrect.

8) Finally, answer this important question on the back of this sheet: What do you think this writer can do to make this a more effective paper? BE SPECIFIC.

10) Did the writer utilize collegiate level vocabulary?
Placement School Site Declaration Form

Name of Student ____________________________ Social Security Number ____________________________

Student Address ____________________________

Phone ____________________________ E-mail ____________________________

Liberal Studies Course # (i.e. LIBS 1000, 2000, 3000, etc.) ____________________________ Instructor ____________________________

Site Mentor Teacher (Print) ____________________________ Bilingual Yes ___ No ___ If yes, please specify language ____________________________

School Site__________________________ Grade/Age/Placement ________ Planned observation hours ____________________________

School Address ____________________________ School District ____________________________

Attendance Record ____________________________ Number of hours observed/tutored per week ____________________________

From ____ To ____

Position ___ Paraprofessional ___ Volunteer _____________ Other (please specify) ____________________________

The signatures below verify that the following required elements exist at this placement:

1. The university student works directly with elementary aged students in a public or private classroom for a minimum of 30 hours during a semester. (Please note: private school observation may only count for 50% of total hours).

2. The classroom has 25% or more language diversity.

3. There is a credentialed classroom teacher who works directly with the university student as a supervisor and will verify the hours on the observation log.

4. There are opportunities for the university student to meet with the teacher or other staff members to gain more information at the site.

5. The university student meets one-on-one, in small groups, or with the entire class. The university student works with or observes the same students on a regular basis to view their development progress over time.

Student Signature: ____________________________ Date: ____________________________

Teacher Signature: ____________________________ Date: ____________________________

School Administrator Signature: ____________________________ Date: ____________________________

For Instructors Use Only:

TB Cleared: Yes ___ No ___
Livescan Cleared: Yes ___ No ___
Comments: ____________________________
Questionnaire

Please hand in our second class meeting.

Name___________________________Phone______________________

Soc. Sec. # or Student ID #______________Class Level______________

E-mail__________________________Advisor: Rachel L. Graybill-Bundgard

Concentration__________________________

# Units completed_________ # Units this Semester______________

Goals:

   Academic:

   Professional:

What do you think are the most important qualities an excellent teacher can possess? Why?