

Sul Ross State University Rio Grande College

S Y L L A B U S

Department of Education 3300

The Teaching Profession

Spring 2017

January 16, 2017 – May 15, 2017

Del Rio, Texas & Uvalde, Texas

INSTRUCTOR:

Miriam M. Muñiz, Ph.D.

Phone: 830.703-4842 (Office)

Cell: 818.744.5732

Office: 205 Wildcat Dr. – Del Rio Center

Email: mmuniz-quiz@sulross.edu

OFFICE HOURS:

Monday = Del Rio 1:00-4:30

Tuesday= Uvalde by appointment

Wednesday=Del Rio 2:30-4:30

Thursday= Del Rio by appointment

Friday by appointment

CLASS MEETING TIME

Mondays/Wednesday Split-Web	S01 22054	Del Rio	4:30 – 5:45
Tuesday/Thursday Split-Web	T03 22055	Uvalde	4:30 – 5:45

COURSE DESCRIPTION

A foundation course for teachers including: philosophical, legal, and ethical aspects of teaching, structure, organization, and management of the American school system, state, local structure, and modern media.

EDUCATOR PREPARATION STANDARD ADDRESSED

You will be introduced with the requirements and standards required by the Texas State Board of Educator Education (SBEC). A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and for all of the individual content areas is available at the (www.sbec.state.tx.us) web site.

The TExES examinations, required for certification, reflect the standards of this course.

Specific knowledge, applications, and dispositions needed for certification for EC-12 will be addressed through the Texas Essential Knowledge and Skills (TEKS) curriculum (www.tea.state.tx.us)

The student learning outcomes (SLO) correspond with the state of Texas Pedagogy and Professional Responsibilities Standards. For each of the five standards, the students will be able to:

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC-12

Students

The beginning teacher knows and understands:

1.6k appropriate strategies for instructing English language learners

Application: What Teachers Can Do

Teachers of Students in Grades EC-12

Students

The beginning teacher is able to:

1.5s acknowledge and respect cultural and socioeconomics differences among students when planning lessons

Content and Pedagogy

The beginning teacher knows and understands:

1.7k the importance of the state content and performance standards as outlined in the Texas Essential

Content and Pedagogy

The beginning teacher is able to:

1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;

Knowledge and Skills (TEKS)

1.11k current research on best pedagogical practices

1.11s use a variety of pedagogical techniques to convey information and teach skills.

Resources

Resources

The beginning teacher knows and understands:

The beginning teacher is able to:

1.17k the importance of knowing when to integrate technology into instruction and assessment; and

1.16s use various types of material and other resources to aid in preparing and implementing instruction

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

1.17s use technology tools to promote learning and expand Instructional options; and
1.18s use resources available outside the school (e.g., museums, businesses, community, members) to enhance students' learning opportunities.

Designing Coherent Instruction

Designing Coherent Instruction

The beginning teacher knows and understands:

The beginning teacher is able to:

1.19k the importance of designing instruction the reflects TEKS;

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.22k how material, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

1.21s use varied activities and instructional grouping to engage students in instructional content and meet instructional goals and objectives;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.23s provide students with opportunities to explore content from many perspectives

Assessment of Student Learning

Assessment of Student Learning

The beginning teacher knows and understands:

The beginning teacher is able to:

1.28k the role of technology in assessing student learning;

1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction

1.29s use assessment results to help plan instruction for groups of students or individuals

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Creating an Environment of Respect & Rapport

Creating and Environment of Respect & Rapport

The beginning teacher knows and understands:

The beginning teacher is able to:

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.1s interact with students in ways that reflect support and show respect for all students;

2.3k ways to establish a positive classroom climate that fosters polite, respectful, and cooperative.

2.2s use strategies to ensure that interactions among students are

Establishing an Environment for Learning & Excellence

Establishing an Environment for Learning & Excellence

The beginning teacher knows and understands:

The beginning teacher is able to:

2.4k the importance of communicating enthusiasm for learning; and

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.5k the necessity of community teacher expectations for student learning

Maintaining a Physical and Emotional Environment That is Safe and Productive

Maintaining a Physical and Emotional Environment That is Safe and Productive

The beginning teacher knows and understands:

The beginning teacher is able to:

2.19k features and characteristics of physical spaces that are safe and productive for

2.18s organize the physical environment to facilitate learning;

- 2.20k the benefits and limitations of various arrangements of furniture in the classroom; environment; and
- 2.21k procedures for ensuring safety in the classroom;
- 2.22k physical accessibility as a potential issue in student learning; and
- 2.23k students' emotional needs and ways to address needs.

- 2.19s create a safe and inclusive classroom environment;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and
- 2.21s respect students' rights and dignity.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication

The beginning teacher knows and understands:

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning context;
- 3.3k spoken and written language that is appropriate to students' ages, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective students discussion.

Communication

The beginning teacher is able to:

- 3.1s communicates directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
- 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and background.
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-ordered thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.

Demonstrating Flexibility & Responsiveness

The beginning teacher knows and understands:

- 3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.

Demonstrating Flexibility & Responsiveness

The beginning teacher is able to:

- 3.18s respond flexibility to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Interacting & Communicating with Families

The beginning teacher knows and understands:

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.

Interacting & Communicating with Families

The beginning teacher is able to:

- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 4.2s apply procedures for conducting effective parent-teacher Conferences;
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately

<p>Continuing Professional Development</p> <p>The beginning teacher knows and understands:</p> <p>4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;</p> <p>4.10k the importance of documenting self-assessment</p> <p>4.11k characteristics, goals, and procedures associated with teacher appraisal; and</p> <p>4.12k the importance of using reflection on ongoing self- to enhance teaching effectiveness.</p>	<p>to families' concerns; and</p> <p>4.4s engage families in their children's education and in various aspects of the instructional program.</p> <p>Continuing Professional Development</p> <p>The beginning teacher is able to:</p> <p>4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);</p> <p>4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework.</p> <p>4.14s use evidence of self-assessment (e.g., portfolio) to identify Strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and</p> <p>4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.</p>
<p>Legal & Ethical Requirements and the Structure of Education in Texas</p> <p>The beginning teacher knows and understands:</p> <p>4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);</p> <p>4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentially, interactions with students and others in the school community);</p> <p>4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;</p> <p>4.16k procedures and requirements for maintaining accurate student records;</p> <p>4.17k the importance of adhering to require procedures for administering state and district-mandated assessments; and</p> <p>4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.</p>	<p>Legal & Ethical Requirements and the Structure of Education in Texas</p> <p>The beginning teacher is able to:</p> <p>4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations.</p> <p>4.17s serve as an advocate for students and the profession;</p> <p>4.18s maintain accurate records; and</p> <p>4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.</p>

21ST CENTURY SKILLS:

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. As educators we need to prepare our students to think deeply about local and global issues, solve problems creatively, work collaboratively, communicate clearly in all forms of media, learn ever-changing technologies and learn to critically distinguish relevant information from useless, incorrect information.

Given our ever-changing technological advances, as educators we need to teach students to be flexible and take the initiative to lead when necessary.

The Partnership for 21st Century Skills list three types of skills, throughout this semester many of the skills listed will be discussed in class and/or incorporated into the projects required in this class.

LEARNING SKILLS

Critical Thinking and Problem Solving

Reason Effectively

Use System Thinking

Make Judgments and Decision

Solve Problems

Creativity (Creative Thinking) & Innovation
Think Creativity
Work Creativity with Others
Implement Innovations
Communication and Collaboration
Communicate Clearly
Collaborate with Others

Basic Literacy
Information Literacy
Access & Evaluate Information
Use and Manage Information
Media Literacy
Analyze Media
Create Media Products
Technology Literacy: ICT
(Information, Communication & Technology Literacy)
Apply Technology Effectively

Adapt to Change
Be Flexible
Initiative and Self-Direction
Manage Goals and Time
Work Independently
Be Self-directed Learners
Social & Cross-Cultural Skills
Interact Effectively with Others
Work Effectively in Diverse Teams
Productivity & Accountability
Manage Projects
Produce Results
Leadership & Responsibility
Guide and Lead Others
Be Responsible to Others

LITERACY SKILLS

Visual Literacy
Scientific & Numerical Literacy
Cross-Disciplinary Thinking

LIFE & CAREER SKILLS

Flexibility and Adaptability

REQUIRED TEXT

Webb, L. D. Metha A. & Jordan, K. F. (2010). *Foundations of American education*. (7th ed.). NJ: Pearson Education, Inc. Upper Saddle River.

COURSE DESCRIPTION

1. Regular class attendance is expected. More than one unexcused absences will result in failing the course. If a true emergency arises please contact the instructor and bring your attending physician's note explaining the illness (this does not excuse a student from handing in late work). Daily attendance will be taken. Class starts on time, tardies disrupts the flow of class. In the final analysis, (2) tardies/early dismissals will equal one absence. Late assignments will not be accepted. Make-up exams will be given only in case of emergency through arrangements with the instructor. Finally, please turn your cell phone off and NO texting during class!
2. Chapter quizzes: Checking for comprehension.
Through Blackboard, you will be quizzed for every chapter. Of the twelve chapters, the lowest 2 grades will be omitted.
3. Writing Assignments:
Writing: Autobiography. Answer questions from page 6 of textbook.
Philosophy Paper -Letter to Parents
3 page requirement. Writing rubric included in the syllabus.

Chapter Reflect & Apply: Complete the 1-page handout provided through Blackboard.
Answer the following per chapter:

1. How will I explain the concept(s)/topic(s) to others in an informal setting?

I read about _____ and it caught my attention because

Did you know as a future educator you need to know _____ because _____.

School Board Summary/Reflection Paper: A one-page summary of your observations.

(100 points) Attend local school board meeting and write a one-page summary of your observations.

4. Technology: Web assignments

Technology/Writing/Creativity: Create/Develop **four** Power Point presentations. Each worth 25 points.

5. Instructional Delivery: Various classroom deliveries and practices will be modeled. Lecture (L); Guided Practice (GP); Independent Practice (IP); Reflective Discussion (RD); Group Activity (GA); Group Presentation (GP); Guest Speaker (GS)
Technology: Chapter Power Points (CPP); Chapter Study Guides (CSG); Video Chips (VC); Video (V);
Assessment: Chapter Quizzes (CQ); Check for Understanding (CU);

ACTIVITIES & READINGS

Date Week of	Chapter	Delivery
Jan. 17/18	Review Syllabus & Chapter 1: <i>Status of the Profession</i>	(L, RD, GS, CPP, CSG, CU, CQ)
Jan. 23/24	Chapter 2: <i>Development of the Profession</i>	(L, RD, CPP, CSG, GA, CU, CQ)
Jan. 30/31	Chapter 4: <i>The Impact of Educational Theories Educational Practice</i>	(L, RD, GA, GP, CPP, CSG, CU, CQ)
	Video: <u>The Story of American Public Education :</u> The Common School: 1770-1890 As American as Public School: 1900-1950 A Struggle for Educational Equality: 1950-1980 The Bottom Line in Education: 1980 to Present	(L, RD, V)
Feb. 6/7	Chapter 7: <i>Modern Am. Ed.: From the Progressive Movement to the Present</i>	(L, RD, V, CPP, CSG, CU, CQ)
Feb. 13/14	Autobiography/Philosophy Paper Due	
Feb 20/21	Chapter 11: <i>Legal Framework for the Public Schools</i>	(L, RD, VC, CPP, CSG, CU, CQ)
Feb. 27/28	Chapter 12: <i>Teachers, Students and the Law</i>	(L, RD, VC, CPP, CSG, CU, CQ)
March 6/7	Power Point Due	
March 13/14	Spring Break	
March 20/21	Chapter 8: The Social & Cultural Context of Schooling: Their Influence & Consequence	(L, RD, VC, CPP, CSG, CU, CQ)
March 27/28	Chapter 9: <i>Responding to Diversity</i>	(L, RD, VC, CPP, CSG, CU, CQ)
April 3/4	Chapter 10: <i>Student at Risk & At Risk Behaviors</i>	(L, RD, VC, CPP, CSG, CU, CQ)
April 10/11	Chapter 14: <i>Curriculum and Instruction</i>	(L, RD, VC, CPP, CSG, CU, CQ)
April 17/18	Chapter 13: <i>Governance & Financing of Elem. & Secondary Schools</i>	(L, RD, VC, CPP, CSG, CU, CQ)
April 24/25	Chapter 15: <i>Standards and Assessment</i>	(L, RD, VC, CPP, CSG, CU, CQ)
May 1/2		
May 8/9	Final Quiz	

Topics by Chapter:

Chapter 1: Definition: The Teacher and Teaching; Profile of the Teaching Profession; Why Become a Teacher? Satisfactions and Dissatisfactions with Teaching; Teacher Preparation (Baccalaureate Teacher Education Programs, Alternative Teacher Preparation Programs, Minority Representation in the Teaching Force); Teacher Certification (Assessment for Initial Certification and Licensure, Emergency Certification, Recertification, Reciprocity and Interstate Certification, National Certification); Teacher Supply and Demand; Salary and Other Compensation
The beginning teacher knows & understands: 4.12k
The beginning teacher is able to: 4.12s

Chapter 2: Teaching as a Profession; Requirements of a Profession (Specialized Knowledge and Preparation, Provision of Essential Services to Society, The Exercise of Discretion, Autonomy and Freedom for Direct Supervision, Code of Professional Standards, Professional Code of Ethics); The Increased Professionalization of Teaching (Development of Professional Standards, Professional Development, Career Advancement); Evaluating Teaching Performance; Teachers' Organization
The beginning teacher knows & understands: 3.15k; 3.16k; 4.9k; 4.10k; 4.11k; 4.12k; 4.14k; 4.15k; 4.16k

The beginning teacher is able to: 3.18s; 4.12s; 4.13s; 4.14s; 4.16s; 4.17s

Chapter 4: Theories of Education: Perennialism; Progressivism; Behaviorism; Essentialism Social Reconstructionism; Postmodernism (Purpose of Schooling, Nature of the Learner, Curriculum, Instructional Methods, Classroom Management, Assessment, The Teacher, Leading Proponents)

The beginning teacher knows & understands: 2.2k; 2.25k; 3.1k; 3.2k; 3.3k

The beginning teacher is able to: 2.5s; 3.4s; 3.2s; 3.3s;

Chapter 7: The Twentieth Century Unfolds; Progressivism in Education; The Postwar Years; The 1990s: National Goals, National Standards, and Choice

The beginning teacher knows & understands: 1.7k; 1.11k; 1.18k; 2.2k; 4.1k 4.13k

The beginning teacher is able to: 1.11s; 1.18s; 4.5s

Chapter 8: The Relationship Between School and Society (The School, Family, Peer Group, Religion, Mass Media); The Purposes and Expectations of Schooling; The Diverse Population; The Racial and Ethnic Achievement Gap

The beginning teacher knows & understands: 2.3k; 4.1k; 4.2k; The beginning teacher is able to: 2.2s; 4.1s; 4.2s; 4.3s; 4.4s;

Chapter 9: Diversity and Culture; Cultural Influences on Teaching, Learning, and Behavior; Culturally Responsive Teaching; Multicultural Education; Supporting English Language Learners; Compensatory Education for Disadvantaged Students; Creating Equal Educational Opportunities for Student with Disabilities

The beginning teacher knows & understands: 1.6k; 2.2k;

The beginning teacher is able to: 1.5s

Chapter 10: At-Risk Children and Youth; Tobacco, Drug, and Alcohol Use and Abuse; Adolescent Suicide; Dropping out of School; Teen Pregnancy; HIV/AIDS and other Sexually Transmitted Infections; Child maltreatment (Child Neglect, Physical Abuse, Sexual Abuse, Emotional Abuse, Identifying Child Abuse and Neglect, Prevention and Intervention Strategies); School Violence; Gay, Lesbian, Bisexual, Transgender, and Questioning Youth

The beginning teacher knows & understands: 2.2k; 2.3k; 2.23k

The beginning teacher is able to: 2.1s; 2.2s; 2.21s

Chapter 11: Federal Constitutional Provisions Affecting Education (1st, 4th, 8th, 10th, 14th Amendment); State Constitutional Provisions Affecting Education; Statutory Law; Case Law; Administrative Rules and Regulations; School Board Policies; Powers and Organization of the Courts; Student and Teacher First Amendment Rights: Religion; Public Aid to Private Schools; Compulsory Attendance

The beginning teacher knows & understands: 4.13k

The beginning teacher is able to: 4.16s; 4.17s

Chapter 12: Teacher Rights and Responsibilities (Terms and Conditions of Employment, Teacher Dismissal, Constitutional Rights of Teachers, Freedom from Employment Discrimination and Sexual Harassment, Equal Opportunity and Affirmative Action, Legal Responsibilities of Teachers, Tort Liability of School District Employees); Student Rights and Responsibilities (Student Discipline, Search and Seizure, Freedom of Expression, Sexual Harassment of Students, Student Records and Privacy)

The beginning teacher knows & understands: 4.13k

The beginning teacher is able to: 4.17s; 4.18s

Chapter 13: The Context of the Public Schools, Organization for Education (Local/State Level); Financing of Education (Public Policy Goals in State School Finance, State School Finance Programs, Sources of Revenue for Schools, The Courts and School Finance, Federal Aid for Elementary and Secondary Schools); Private Education

The beginning teacher knows & understands: 4.18k

The beginning teacher is able to: 4.19s

Chapter 14: Forces Influencing the Curriculum (National Curriculum Standards, Textbooks, Mandated Assessments, Teachers, Local School Boards, Parent and Community Groups, The Federal Government); Patterns of Curriculum Design (The Subject-Area Curriculum Design, The Integrated Curriculum Design, The Core Curriculum Design, The Student-Centered Curriculum Design, The Constructivism Curriculum Design, The Social Justice Curriculum Design); The Hidden and Null Curricula, Instructional Goals and Objectives; Models of Instruction; Relationships Between Teaching and Learning

The beginning teacher knows & understands: 1.11k; 1.19k; 1.22k; 3.4k; 4.17k

The beginning teacher is able to: 1.11s; 1.16s; 1.18s; 1.20s; 1.21s; 1.22s; 3.4s; 3.5s; 3.6s

Chapter 15: Standards (Curriculum Standards, Performance Standards, Opportunity to Learn Standards); Assessment (Purposes of Assessment, Standardized Assessment, Classroom Assessment, Criteria for Quality Assessment (Absences of Bias, Reliability, Validity); Standards-Based Education and Assessment

The beginning teacher knows & understands: 1.7k; 1.24k; 1.28; 1.30

The beginning teacher is able to: 1.6s; 1.24s; 1.29s; 3.19s; 3.20s

Chapter 16: Trend: The Older and More Diverse Population, Trend: Increased Choice and Privatization (Virtual and Chapter Schools); Trend: The Changing Governmental Roles; Trend: High School Reform; Trend: Increased Reliance on Technology; Trend: Increased Globalization

The beginning teacher knows & understands: 1.17k; 1.18k;

The beginning teacher is able to: 4.15s

ACADEMIC HONESTY

Becoming a teacher and making the decision to join the profession comes with much responsibilities and expected behaviors. In addition to learning pedagogical knowledge and skills necessary to become an effective teacher, your disposition (such as honesty) is equally important. Teacher educator candidates are expected to conduct themselves in a professional manner both in class and out in the field. Academic dishonesty will not be tolerated in any form or manner. Please check with the Sul Ross State Rio Grande College Student Handbook for policies pertaining to academic dishonesty.

Possible Points: Grades will be averaged based on the following requirements:

Quizzes Each @ 100 points

Portfolio:

Power Points	4=25 points each
Chapter Reflect & /Apply (What I have learned...)	12
School Board	100 points
Autobiography/Philosophy Paper	200 points

DROP/ADD WITHDRAW

For whatever reason, if at any point you decide to drop this course, it is your responsibility to officially drop or withdraw. Failure to do so will result in a failing grade (F).

SYLLABUS SUBJECT TO CHANGE

While information and assurances are provided in this course syllabus, it should be understood that changes may occur. It has been my practice that if changes are necessary, they will be discussed during class meetings.

Philosophy/ Autobiography Rubric

	Low 1	Developing 2	Proficient 3	Mastery 4
Topic: Philosophy with supporting evidence	No philosophies mentioned.	Philosophies mentioned but not clearly defined. It is too broad/vague/unrelated to purpose.	Philosophies included along with minimally defined supporting evidence. Fairly good and relates to purpose, although it could be revised to be more precise.	Philosophies well defined along with supporting evidence. Writing is precise and clear and related to purpose; evident that time and thought went into writing.
Organization of entire paper and of paragraphs	An overall logical structure is lacking. Paragraphs lack cohesion or did not or seldom included paragraphs throughout paper	Overall logical structure is evident, but paragraphs may lack cohesion and transitions may be lacking.	The paper is supported with adequate overall structure and paragraph cohesion; there are some transitions; sequence of ideas or transitions could be improved.	The paper is logically structured so thesis & reasons are effectively communicated. Paragraphs are coherent & unified, & connected with effective, eloquent transitions.
Style, Vocabulary, Grammar & Mechanics	The reader cannot understand the paper because of distracting patterns of error in word choice, sentence structure, grammar, and usage.	The often must reread because of distracting patterns of error in word choice, sentence structure, grammar, & usage.	The writing successfully communicates ideas through effective grammar & mechanics, except for one or two patterns of error in word choice, grammar, or usage.	The writer chooses words aptly, creates sophisticated and effective sentences, and observes the conventions of written English (correct grammar and usage).
Score:				

Power Point Rubric

	1	2	3	4
Content Ideas	Content is not presented in a logical order making it hard to follow.	Content is questionable	Content is accurate	Content is accurate and information is presented exemplary!
Organization	No sequence of information	Difficult to follow; jumps around	Information presented in logical sequence	Information presented in logical, interesting sequence.
Use of Graphics	Unnecessary graphics; Background distracts presentation	Few or too many graphics	Images are Appropriate/enhances content.	Excellent use of graphics!
Screen Design	Confusing, cluttered or too bare	Some overlap text/graphics; Color distracting (text or background)	Variety of graphics, text, & color.	Creative use of graphics, text & color. Appealing to the eye.
Text/Font Formatting	Font formatting makes it difficult to	Font format planned but may be	Font format carefully planned	Font format expertly planned to enhance readability and

read the material	difficult to read	to enhance readability	content
-------------------	-------------------	------------------------	---------

Spelling/ Grammar	Too many spelling & grammatical errors	Few spelling & grammatical errors	1-2 spelling and/or grammatical errors	Spell check has been utilized. No spelling or grammatical errors
----------------------	--	-----------------------------------	--	---

The grading for this course will be based on the following point averages.

90-100	A
80-89	B
70-79	C
65- 69	D
64-below	F

ADA

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mrs. Kathy Biddick. Her office number is (830) 279-3003. Her email address is kbiddick@sulross.edu.

NON-DISCRIMINATION STATEMENT

No person shall be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity sponsored by SRSURGC on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, gender, age, or disability.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. *[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]* The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

*Undergraduate students may not apply for graduation if the core curriculum requirements have not been completed. Official transcripts must be sent to Sul Ross-RGC for all courses taken at other colleges or universities.

Spring 2017 Academic Calendar January 17-May 15

January 16 Martin Luther King, Jr. holiday

January 17 Classes, late registration, and schedule changes begin.

Late registration fees apply.

January 20 Last day for late registration and schedule changes

January 24 Last day to drop 1st 8 week course without creating an academic record.

February 1 Twelfth class day, 16 week term

February 10 Last day to apply for May 2017 graduation without paying a late fee.

February 17 Last day for students enrolled in 1st 8 week courses to drop a course and receive a "W."

March 7 Mid-semester, 16 week term

March 10 Final exams, 1st 8 week term

Last day to apply for Spring 2017 graduation and only pay a \$25.00 late fee.

March 13-17 Spring Break. No classes

March 20 Final grades for 1st 8 week term students due by noon.

Classes begin, 2nd eight week term

March 27 Last day to drop 2nd 8 week course without creating an academic record.

Deadline for applying to student teach during the Fall 2017 semester.

April 7 Last day to withdraw from the 16 week course/term with grade of "W." Drops must be processed and in the Admissions Office by 4 p.m.

Last day to apply for May 2017 graduation. A \$50.00 late fee will be charged. No applications will be accepted for May 2017 graduation after this date.

April 14 Good Friday holiday

April 21 Last day for students enrolled in 2nd 8 week courses to drop a course and receive a "W."

May 4 Last class day before finals, 16 week term

May 5 Last day to apply for Summer 2017 graduation without a late fee.

May 8-11 Final exams, end of 16 week term

May 10 Final exams, end of 2nd 8 week term

May 12 Final grades for graduating students due; grades must be submitted by noon.

May 12 Spring commencement in Alpine, Pete P. Gallego Center, 7 p.m.

May 13 Spring commencement for RGC, Del Rio Civic Center, 7:30 p.m.

May 15 Final grades for continuing students due; grades must be submitted by noon