

*UNLV – College of Education*  
*Preparing Professionals for Changing Educational Contexts*

**Department of Teaching and Learning**  
**Inquire. Educate. Innovate.**

**Course Information**

<b>Prefix &amp; Number</b>	EDU 202
<b>Title</b>	<b>INTRODUCTION TO EDUCATION, SECONDARY</b>
<b>Credits</b>	3 Credit Hours
<b>Semester</b>	
<b>Instructor</b>	
<b>Office/Phone/Email</b>	
<b>Class Location</b>	
<b>Office Hours</b>	
<b>Prerequisites</b>	
<b>Course Description (Course Introduction)</b>	<p>This course is an initial experience in the UNLV secondary teacher preparation program. It provides an overview of teaching as a professional career for secondary pre-service teachers including structured/guided observation and non-teaching tasks in a secondary school under the supervision of an experienced teacher. Theory and practice are synthesized by the orchestration of academic theory with 8 hours of assigned, site-based observations in a CCSD classroom (to be assigned by the district). Satisfactory completion of the observation component is required in order to receive credit for the course. Details of the observation component are included in this syllabus.</p>
<b>SPA Standards Addressed:</b> <b>Standard Domain Areas Addressed in this Course</b>  <b>INTASC Principles Addressed in this</b>	<p>The standards are categorized into four major areas and are outlined below. It will benefit all prospective teachers to become familiar with these standards as they are used to evaluate beginning and experienced teachers' performances in classrooms.</p> <p><b>The Learner and Learning</b>  Standard 1—Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social,</p>

<p><b>Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</b></p>	<p>emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard 2—Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Standard 3—Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p><b>Professional Responsibility</b></p> <p>Standard 9—Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard 10—Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
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## Knowledge Objectives and Related Standards

### Course Objectives

The course is an experience to engage students in self-reflection, in examination of personal and practical models of teaching, and in experiences related to schooling in the contemporary urban setting. Through participation in the course, students will become aware of issues, challenges, and current programs in secondary classroom settings. One of the primary purposes of this introductory course is to assist students in making informed decisions regarding careers in education and what it means to become a qualified professional in changing educational contexts. The weekly lectures, weekly discussions, assignments, and classroom observations (field trips) are organized based on the following goals:

- Understanding the teacher education program
- Understanding the roles and responsibilities of teachers
- Understanding schools and schooling in the U.S. (Foundations, history, politics, and funding)
- Understanding the students in today's classrooms
- Developing belief statements (Philosophy)

- Understanding teaching and learning (including technology as an effective tool)
- Building knowledge about curriculum standards and assessment
- Reflecting upon developed teacher dispositions

## Course Requirements

### *Field Experience:*

A **minimum** of **8** hours of field observation in a public secondary school is required for this course. The purpose of this experience is to provide you with opportunities to observe the teaching profession from the perspective of the teacher as opposed to that of a student. You are responsible for choosing **one** school at which you would like to attend ALL four field trips throughout the semester. Field trips are on Fridays and are scheduled from 6:30am until 10:00am for secondary schools (PLEASE NOTE: the specific times may change but it will fall into this range). Students are expected to register for their field trip location online through the UNLV Office of Field Experience online portal; directions are included at the end of the syllabus. The field visits will be located at a number of CCSD schools and sign-ups will be the first week of classes in January. Once enrollment numbers for the semester are official, the specific sites will be secured.

For information about each school, please search: <http://ccsd.net/schools/pdf/school-telephone-directory.pdf> or <http://ccsd.net/schools/zoning/index.php>

Field visits are tentatively scheduled on the following days: **February 5, February 19, March 11, April 8.**

**If you are enrolled in a lab or special Friday class please contact the instructor immediately. It is the responsibility of students to arrange any personal and work schedules to accommodate for these trips.** Missing one of the required field visits will have a negative impact on final grades (25% deduction from cumulative course grade). **Failure to complete the observation requirement and assignments will result in an "F" grade in this course.** Please note that you are responsible for your own transportation and time management to fulfill these observation requirements.

\*\*Also note that these are the **minimum** required hours of observations for the course. With the **permission** of the mentor teacher, site facilitator and administrators, it would be beneficial to your development if you can make arrangements to conduct **additional hours of observations** throughout the term. However, it will in no way affect your grade.

### **Required Materials:**

Sadker, D. M., & Zittleman, K. R. (2015). *Teachers, schools, and society: A brief introduction to education (4th Ed.)* New York: McGraw Hill

WebCampus: To complete this course, you must be able to use WebCampus to submit the assignments and communicate with the instructor and classmates. All assignments will be submitted through WebCampus unless otherwise indicated.

### **Attendance:**

Simply reading the text and completing the assignments will not be enough to truly understand the material. It is vital that students attend all class meetings to listen to lectures and fully participate in class discussions. For the purposes of this class, attendance is defined as presence and participation in classroom discussions and activities. Lack of participation may be considered as absence from class. Students planning to take University sanctioned religious holidays must inform the instructor in advance. For medical emergencies, provide a written excuse from a doctor. Your attendance pattern (absences, late arrivals, early departures, and participation) will influence your final grade as follows:

2 abs: grade drops 1/3 (B+ drops to B)

3-4 abs: grade drops 2/3 (B+ drops to B-)

5-6 abs: grade drops 1 letter (B+ drops to a C+)

>7 F

\*3 late arrivals (5 or more minutes late to class) = 1 absence

### **Late Work:**

LATE WORK IS NOT ACCEPTED. Please see me if you have any concerns about completing assignments by the due date. Be proactive with communication.

An absence from class does not incur a special circumstance. Exceptions are rare, but possible in certain instances when circumstances. If an exception is needed, it is the responsibility of the STUDENT to communicate with the instructor as soon as possible.

### **Course Assignments**

All writing assignments should be in accordance with APA 6<sup>th</sup> edition including a cover page with a title, your name, the date and the assignment, an abstract page and reference pages. All assignments should be submitted on time except in case of emergency. All written assignments should be submitted on-line through our class Web-Campus site according to the schedule. *In order to avoid academic misconduct, you should consult the instructor if you want to use the assignment(s) in another class for this class.*

### **Field Experience (Observation Papers):**

This assignment is designed to help students understand schools and the roles and responsibilities of a teacher. Field experiences throughout your program are crucial to your success as a future teacher. All students in EDU 202 are required to complete 4 field visits. This experience is designed to allow students to make connections between the classroom discussions and materials and the field observations.

For each field visit, you will observe the topics that pertain to that visit in a brief essay. The essay should be 2-3 pages (not counting cover and reference page), and it should follow APA format. **All observation papers are due the Friday following the visit.**

### *Field Visit 1*

#### **Description of the School and Classroom:**

- School mission statement (if it is not posted, you can find this on the website)
- Community demographics/ classroom demographics (gender, race, etc.)
- Supervision of students by the teacher/ aides/ other adults
- Policies, rules, and regulations of the school
- Rules and expectations of the teacher
- Special programs at the school/ in the classroom
- Physical environment (what is posted on the walls? How are the desks arranged?)
- Classroom climate (are students engaged? Is the teacher friendly? How do they interact?)
- Personal Reflection (thoughts, opinions, ideas, connections, etc.)

### *Field Visit 2*

#### **Classroom Management:**

- Class routines (absences, handing in of assignments, tardiness, etc.)
- Classroom rules, expectations, and consequences (positive and negative) • Attention getting techniques
- Strategies to keep students on task
- Strategies to re-direct students who are off task
- Personal Reflection (thoughts, opinions, ideas, connections, etc.)

### *Field Visit 3*

#### **Diversity:**

- Because each school is so different, there are not specific questions for this essay. Instead, I want you to focus on differences among the students. Is there a minority group in the classroom? Do certain groups of students work together? Do the students seem comfortable around each other? Do some students seem to participate more or less than others? Focus on how the teacher and students interact through the lens of diversity.
- Personal Reflection (thoughts, opinions, ideas, connections, etc.)

### *Field Visit 4*

#### **Teaching Strategies:**

- Lesson introductions and closure (how does the teacher start and end class?)
- Lesson accommodations for differences in learning styles and diverse abilities
- Modes of instruction (whole class, small groups, pairs, centers, project-based, etc.)
- Questioning techniques
- Personal Reflection (thoughts, opinions, ideas, connections, etc.)

#### Reading Responses:

This assignment is designed to help students understanding teaching and learning and teacher dispositions. Students enrolled in this course are required to complete 10 reading response assignments. The instructor will start a discussion board for each reading response with guiding questions and reflective questions to be answered on **Tuesdays** of the week they are due. Initial responses (3 points) should be completed on WebCampus and must be posted no later than **Friday (10pm)**. You must also respond to at least two classmates' initial posting (2

points) by **Monday (Noon)**. **Late posts will not be counted for a grade**. The reading responses serve to ensure that students are reading and understanding the assigned material, and they inform class discussion on theory and field experience. Reading responses must be at least **200 words** unless otherwise specified and be completed in professional language. At the end of each reading response students will provide the APA citation for the sources used.

Students **MUST** post their response as an original post in the discussion created by the instructor.

#### Reading Facilitation:

This assignment is designed to help students understand teaching and learning and gain experience teaching in a classroom. For each reading assignment, and, where relevant, corresponding visual media assignments, student groups will take responsibility for facilitating a 25-30 minute class dialogue/activity on the assignment(s). Facilitations should be designed to engage each member of the class in a discussion, encouraging a wide range of perspectives about the reading to emerge. Facilitations should encourage continuing critical thought and include discussion related to equity and diversity in curriculum and instruction. The facilitation must include equitable participation of both pair members. Be creative; try to incorporate techniques you will use in the classroom.

#### Educational Experience Story:

This **3 page** paper is intended to help you (1) explore your prior educational experiences, (2) uncover your beliefs of teaching and learning at the secondary school level embedded in your experiences. Your grade for this assignment will be given based the following requirements:

- Describe your school experiences from elementary to middle school (junior high) through high school. (2)
- Choose and talk about one specific memory you experienced as a middle or high school student. (2)
- Outline at least three characteristics of an effective teacher that may impact your interest in becoming a teacher based on your story. (2)
- Raise no more than three questions or issues that are crucial to elementary school level teaching and learning and you may pay more attention to in your field observation for this semester. (2)
- Written with correct sentences and spellings. APA style and sufficient length are observed. (2)

#### Educational Philosophy Statement:

An educational philosophy statement synthesizes your conceptualization of effective teaching in the context of current practice. Although this paper is expressed in the **first person, the statement is academic in content and must include pedagogical language**. It should also reflect what you have gained through observation in classrooms and participation in this class. You will revise and restructure your philosophical statements throughout your teacher education preparation as your attitudes change and your knowledge expands. Your philosophy statement will expand on the following prompts:

- I believe that teaching and learning...
- I believe a successful learning environment is...
- I believe students learn best when they...
- I believe I learn best when I...
- I believe a teacher is...

\*Plus any additional prompts you would like to add\*

Expressed in the first person, your statement is a synthesis of academic content in pedagogical language and a reflection of the observation experience. The two/three page essay, a framework of beliefs, attitudes, and intended teaching behaviors, must be double-spaced, and supported by a minimum of TWO citations, from either primary or elementary sources, in APA format. The course rubric will be used for evaluation.

### Educator Interview:

This assignment is designed to help students understand and become familiar with current educators and what it is like to work full-time in the field of education. To finish this assignment, you are required to do the following: For the Educator Interview, each student must contact a person that works in the field of education. You can meet in person, call, email, etc. The first five questions have been provided for you, please remember to be as detailed as possible in your responses.

### **Interview Questions:**

1. What is your name, current role in education, and any other roles you have had in education?
2. What does education mean to you?
3. Why did you originally go into education?
4. How has education changed since you first entered the field?
5. What is one thing you wish you would have known when you first started in education?

### **Requirements (Grading Rubric):**

Students should write the paper in paragraph form and summarize the responses given (you do not have to transcribe the interview exactly). Direct quotes can be used, but should fit with the flow of the paper. All papers should be written in APA format. Section 1 Educator Interview

1. Paragraph 1 Teacher Background (1)
  - Provide a brief background of the person being interviewed
2. Paragraph 2 Teacher Philosophy (1) Describe his/her philosophy
3. Paragraph 3 Teacher Story (1) Describe his/her story
4. Paragraph 4 Evolution of Education (2)
  - Describe his/her opinions on how education has changed or evolved
5. Paragraph 5 Teacher Advice (2)
  - Describe what you would tell a pre-service teacher
6. Paragraph 6 Summary of Interview (2)
  - Explain big three take-aways you have developed through this interview.
  - Reflect

APA Format (1) – Total 10 points

### **Research and Reflection Paper (Final)**

This 5-page paper is intended to extend your thinking about an important topic covered this semester. This paper will accomplish two goals: 1) deepen your understanding of a key education topic, and 2) uncover your personal experiences and beliefs on the topic. Students will select a high interest topic (differentiation, etc.) from the semester and have it approved by the instructor. The students will then gather research facts from credible sources and begin the writing process.

The paper should include:

1. A detailed explanation of the topic (What is it?)
2. Relevance to education, schools, etc. (Why is it important to know?)
3. Reflection (What is your experience, thoughts, opinions of the topic?)

**Miscellaneous Formative Assessments/Participation:**

Students enrolled in this course will participate in class discussions, simulations, and activities that are all designed as formative assessments to check for comprehension and progression. Students are expected to participate in class discussions.

**Tentative Course Schedule**

Week	Date	Lecture/Discussion Topic In-Class Activities	Reading	Due Dates & Reminders
1	Tues, 1/19	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus</li> <li>• Why Are You Here?</li> </ul>	Syllabus (in class)	
	Thurs, 1/21	<ul style="list-style-type: none"> <li>• Field Experience Orientation</li> <li>• Syllabus Review</li> </ul>		
2	Tues, 1/26	<ul style="list-style-type: none"> <li>• The Nature of Teaching</li> <li>• Facilitation Groups</li> </ul>	An Indian Fathers Plea	<b>Reading Response 1</b>
	Thurs, 1/28	<ul style="list-style-type: none"> <li>• Why Teach?</li> </ul>		
3	Tues, 2/2	<ul style="list-style-type: none"> <li>• The Teaching Profession &amp; You</li> </ul>	Sadker & Zittleman, Ch. 1	<b>Reading Response 2</b>
	Thurs, 2/4	<ul style="list-style-type: none"> <li>• The Teaching Profession &amp; You</li> <li>• Being a Teacher Candidate</li> </ul>		<b>Educational Experience Due</b>
	<b>Friday, 2/5</b>	<b>Field Visit 1</b>		
4	Tues, 2/9	<ul style="list-style-type: none"> <li>• Peer share and Class Discussion of Field Visit 1</li> </ul>		<b>Reading Response 3</b>
	Thurs, 2/11	<ul style="list-style-type: none"> <li>• Different Ways of Learning</li> <li>• Group 1 RF</li> </ul>	Sadker & Zittleman, Ch. 2	<b>Reading Facilitation Begins Observation Paper 1 (2/12)</b>
5	Tues, 2/16	<ul style="list-style-type: none"> <li>• Philosophy of Education</li> <li>• Group 2 RF</li> </ul>	Sadker & Zittleman Ch 6	<b>Reading Response 4</b>
	Thurs, 2/18	<ul style="list-style-type: none"> <li>• Philosophy cont.</li> </ul>		
	<b>Friday, 2/19</b>	<b>Field Visit 2</b>		

6	Tues, 2/23	<ul style="list-style-type: none"> <li>• Peer Share and Class Discussion of Field Visit 2</li> </ul>		<b>Reading Response 5</b>
	Thurs, 2/25	<ul style="list-style-type: none"> <li>• The Multicultural History of American Education</li> <li>• Group 3 RF</li> </ul>	Sadker & Zittleman, Ch. 5	
7	Tues, 3/1	<ul style="list-style-type: none"> <li>• Multicultural cont.</li> </ul>		<b>Observation Paper 2 (2/26)</b>
	Thurs, 3/3	The Widget Effect	Weisberg, Sexton, Mulhern & Keeling, 2009	
8	Tues, 3/8	<ul style="list-style-type: none"> <li>• Student Life- School and Home</li> <li>Group 4 RF</li> </ul>	Sadker & Zittleman Ch 4	<b>Reading Response 6</b>
	Thurs, 3/10	<ul style="list-style-type: none"> <li>• Student Life- School and Home</li> <li>Group 4 RF</li> </ul>		<b>Educator Interview</b>
	Friday, 3/11	Field Visit 3		
9	Tues, 3/15	<ul style="list-style-type: none"> <li>• Peer Share and Class Discussion of Field Visit 3</li> </ul>		
	Thurs, 3/17	<ul style="list-style-type: none"> <li>• Teaching Your Diverse Students</li> <li>• Group 5 RF</li> </ul>	Sadker & Zittleman Ch 3	<b>Observation Paper 3 (3/18)</b>
	3/22, 3/24	No Class – Spring Break		
10	Tues, 3/29	<ul style="list-style-type: none"> <li>• Teaching Your Diverse Students cont.</li> <li>• Semester Review</li> </ul>		<b>Reading Response 7</b>
	Thurs, 3/31	<ul style="list-style-type: none"> <li>• School Law &amp; Ethics</li> <li>• Group 6 RF</li> </ul>	Sadker & Zittleman Ch 8	
11	Tues, 4/5	<ul style="list-style-type: none"> <li>• School Financing &amp; Governing Americas Schools</li> <li>• Group 7 RF</li> </ul>	Sadker & Zittleman Ch 7	<b>Reading Response 8</b>
	Thurs, 4/7	<ul style="list-style-type: none"> <li>• Law, Ethics, Finance Case Studies</li> </ul>	TBD	<b>Education Philosophy Statement</b>
	Friday, 4/8	Field Visit 4		
12	Tues, 4/12	<ul style="list-style-type: none"> <li>• Peer Share and Class Discussion of Field Visit 4</li> </ul>		<b>Reading Response 9</b>
	Thurs, 4/14	<ul style="list-style-type: none"> <li>• Becoming &amp; Effective Teacher</li> </ul>	Sadker & Zittleman Ch 11	<b>Observation Paper 4 (4/15)</b>

		<ul style="list-style-type: none"> <li>• Group 9 RF</li> </ul>		
13	Tues, 4/19	<ul style="list-style-type: none"> <li>• Purposes of America's Schools and Current Reform Movement</li> <li>• Group 8 RF</li> </ul>	Sadker & Zittleman Ch 9	<b>Reading Response 10</b>
	Thurs, 4/21	<ul style="list-style-type: none"> <li>• Purpose of Education</li> </ul>		
14	Tues, 4/26	<ul style="list-style-type: none"> <li>• Curriculum, Standards, and Testing</li> <li>• Group 10 RF</li> </ul>	Sadker & Zittleman Ch 10	
	Thurs, 4/28	<ul style="list-style-type: none"> <li>• Curriculum, Standards, and Testing cont.</li> </ul>		
15	Tues, 5/3	Study Week- No class meeting		
	Thurs, 5/5	Final class meeting		<b>Research and Reflection Final Paper Due</b>

**Additional Readings will be provided through WebCampus**

<b>Date</b>	<b>Assignment</b>	<b>Points</b>
2/4	Educational Experience Story	10
Varies	Reading Responses	50
Varies	Reading Facilitation Presentations	10
2/12, 2/26, 3/18, 4/15	Field Observation Papers	40
3/10	Educator Interview	10
4/7	Education Philosophy Statement	15
5/10	Final: Research and Reflection Paper	50
Varies	Formative Assessments/Participation	15
		Total Points: 200

### **Grading Policy**

Final grades will be determined by the amount of points earned during the semester.

Grading is based on meeting the criteria for each assignment as detailed on the evaluation rubrics and written description of expectations.

### Grading Scale (%)

95 and above	A
90 to 94	A-
85 to 89	B+
80 to 84	B
75 to 79	B-
70 to 74	C+
65 to 69	C
60 to 64	C-
45 to 59	D
Below 45	F

### Project Rubrics

#### Reading Facilitation

For each reading assignment, student groups will take responsibility for facilitating a 25-30 minute class dialogue on the assignment/reading. Facilitations should be designed to engage the class in the dialogue, encouraging a wide range of perspectives about the reading/visual media to emerge. The discussion should involve critical thought and include equitable participation of both pair members. Beyond providing the professor copies of outlines, questions, handouts, etc., used during the facilitations, there is no formal “hand-in” component to this assignment, only the in- class facilitation.

Students must develop and submit outline for their facilitation. Students will be graded on their facilitation to the extent that they:

1. Communicate completion of the entire reading assignment and thoughtful reflection on it.
2. Engage each member of the class in the dialogue by employing varied strategies.
3. Encourage a wide range of perspectives about the reading to emerge from class members.
4. Challenge the class with complex questions, problems, and continuing critical reflection.
5. Elicit the course-relevant concerns expressed in the assignment chapters’ major themes.
6. Extend student thinking outside of the assigned reading (do not focus the entire presentation on the reading)

Handout & Presentation	Target	Acceptable	Needs Attention
Foundations	Gave relevant background information from the text Did not quote directly from the text or include too much info from the reading (2)	Gave relevant background information, but included too much or not enough detail (1)	There was little or no background information given (0)

Practical Portrayal	Gave the audience practical (classroom) examples of the concept/idea Provided an explanation of how standards and teaching are impacted by the concept (2)	Missing one expectation (1)	Missing 2 or more expectations (0)
Teaching Methods	Presenters used multiple teaching strategies (not just lecture) Outline (2)	The presenters did not <b>successfully</b> use multiple strategies (1)	The presenters did not practice multiple teaching strategies. (0)
Presentation and Teamwork	Team was CLEARLY prepared and presentation was professional (2)	Some parts were not prepared or professional (1)	Lack of preparation was evident (0)
Handout	Informative and Clear (2)	Yes (2)	No (0)

**Reading Response Rubric**

	Target	Acceptable	Needs Attention
APA	APA is perfect or almost perfect		There are several APA mistakes
Content	Response discusses what the author liked & disliked about the reading. Discusses something surprising about reading. Knowledge is applied to the future classroom	The response answers all of the questions, but there is no depth to the response. Or, a component is not discussed	All of the areas are not discussed or the response is not complete.
Conventions	The author adheres to proper English grammar, spelling, punctuation, capitalization, and usage conventions.		There are multiple mistakes regarding conventions

**Field Observation Paper Rubric**

Component	0- Below Expectations	.5- Approaches Expectations	1- Meets Expectations	1.5 - Exceeds Expectations	2 - Exemplary
Instructional Setting	Student did not attend the full observation.	Student was there for most of the day but left early.	Student attended the observation but did not act or dress professionally	Student attended the observation and acted in a professional manner	Student attended the observation, professional, and helped the teacher.
Overview of Setting	Student fails to document one or more aspect and failed to make the experience understandable	Each aspect of the school setting is documented but background information is missing.	An overview of the school setting is effectively documented.	Overview is effectively documented & information helps the reader understand the day.	The overview paints a clear picture of the classroom and school atmosphere.
Documentation	Documentation of the observation is poorly stated and provides little application to instruction.	The activities observed in the classroom are documented but there is not consistent application exhibited.	The activities observed in the classroom are documented & understanding of application is exhibited.	Documentation is of extremely high quality and a higher level of understanding application is exhibited.	Documentation is of extremely high quality and the student demonstrates understanding of application to teaching.
Organization	The student fails to discuss several of the required questions.	The student discusses most of the required questions but with little to no detail.	Most or all of the questions are discussed but there are several details missing.	The student discusses each of the questions and elaborates fully on each question.	Each question is discussed and elaborated fully, and adds additional information.

Structure	Errors in sentence structure are frequent enough to be a distraction to the reader.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Sentences are well-phrased and there is some variety in length and structure. Sentences flow smoothly.	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and varied in length and structure. Flow smoothly. APA format strictly followed.
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### Final Research and Reflection Paper Rubric (50 Points)

TOTAL: /100	Target	Acceptable	Needs Attention
Quality of Writing (5)	<ul style="list-style-type: none"> <li>🌐🌐 College level writing, diction.</li> <li>🌐🌐 Minor or no grammatical errors</li> <li>🌐🌐 Ideas flow smoothly</li> <li>🌐🌐 Easy to follow</li> <li>🌐🌐 Use of professional language.</li> </ul>	Missing 1-2 criteria	Missing 3 or more criteria
APA Format (5)	<ul style="list-style-type: none"> <li>🌐🌐 Title page is correct.</li> <li>🌐🌐 Margins and font are correct.</li> <li>🌐🌐 In-text citation is accurate.</li> <li>🌐🌐 Headings and subheadings are appropriate.</li> <li>🌐🌐 Reference page is correct.</li> </ul>	Missing 1-2 criteria	Missing 3 or more criteria
Quality of Information (5)	<ul style="list-style-type: none"> <li>🌐🌐 Well researched</li> <li>🌐🌐 At least 3 sources</li> <li>🌐🌐 Detailed, credible, and accurate information</li> </ul>	Missing 1-2 criteria	Missing 3 or more criteria
Personal Reflection (10)	<ul style="list-style-type: none"> <li>🌐🌐 Clearly discerns a personal adherence to one or more educational philosophy</li> <li>🌐🌐 Reflects on personal experiences either from the class or from their past and how their approach to teaching is the same or different</li> </ul>	Missing 1-2 criteria	Missing 3 or more criteria
Support of Topic (5)	<ul style="list-style-type: none"> <li>🌐🌐 Critical, Relevant, and consistent support</li> </ul>	Missing 1-2 criteria	Missing 3 or more criteria

Organization (5)	☺☺☺ Clear, logical, and developed		
Style/Voice (5)	☺☺☺ Original and creative		
Implications for Teaching (10)	☺☺☺ Paints a clear picture of what his/her classroom philosophy will be. ☺☺☺ Discusses diversity in education. ☺☺☺ Discusses implications for classroom management. ☺☺☺ Discusses implications for instruction. ☺☺☺ Is able to cite outside research to justify opinion.	Missing 1-2 criteria	Missing 3 or more criteria

## College of Education Policies

### *College Accreditation*

Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

### *Teacher Licensure*

Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301.

## SPECIAL NOTES

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and

fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

### **Transparency in Learning and Teaching**

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

### **Incomplete Grades**

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library Resource**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.