FAIRLEIGH DICKINSON UNIVERSITY
School of Education

Course: EDUC 1108 Seminar in Professional Practice I: The Teacher’s Role in School and Community
Instructor: 
E-mail: 
Phone: Fax: Office Hours:

I. Course description:
   A. Seminar designed to integrate professional and personal development, professional practice and academic growth in the following areas: human relations in the school and community, education in American society, and organizational process and behavior within the context of the school and community
   B. This seminar will provide the basis of educational theory and theorists upon which the student will draw for all future courses in the QUEST program.

II. Course goals
   1. The teaching candidate will research and develop a webliography of different community, state and federal resources that could have an impact on a school; the candidate will discuss the teacher’s role in the community and the impact of the community on the school.
   2. Given two different visions of what comprises effective schools in our society, the teaching candidate will choose two theorists (from an approved list) and compare and contrast their visions of effective schools and synthesize their visions by developing his/her own vision as to what encompasses an effective school in a community.
   3. Given two different NJ schools’ Report Card found on the NJDOE website (must be different DFGs), the teaching candidate will compare and contrast the school’s profiles and discuss in writing what these schools’ strengths and weaknesses are. They will discuss the cultural aspects of the school in terms of ethnicity, language, special needs students, and socio-economic status (SES).
   4. Using the Core Curriculum Content Standards, the teaching candidate will choose a grade level and develop five behavioral objectives and a simple evaluation plan for each based upon one of the CCCS in a chosen field.
   5. Given relevant readings on the role of the teacher in the classroom, school and community, the teaching candidate will develop a personal concept of what comprises an effective teacher, and discuss what “teacher as leader” means by citing at least 5 specific examples and providing references from the readings or other appropriate research for each example.
New Jersey Professional Standards for Teachers

A. The following Professional Standards for Teachers as designated by the Department of Education for the State of New Jersey are addressed in this course. For a complete list of the knowledge indicators and the performance indicators, please refer to: http://www.state.nj.us/njded/profdev/standards/

B. The Standards

1. **Standard #1 (Subject Matter Knowledge):** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

2. **Standard #2 (Human Growth and Development):** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

3. **Standard #3 (Diverse Learners):** Teachers shall understand the practice of culturally responsive teaching.

4. **Standard #4 (Instructional Planning and Strategies):** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

5. **Standard #5 (Assessment):** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

6. **Standard #6 (Learning Environment):** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self motivation.

7. **Standard #7 (Special Needs):** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

8. **Standard #8 (Communication):** Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

9. **Standard #9 (Collaboration and Partnerships):** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

10. **Standard #10 (Professional Development):** Teachers shall participate as active, responsible member of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.
III. **School of Education Mission Statement**

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

IV. **SOE Claims**

We believe our candidates are:

1. **Qualified to teach subject matter knowledge.**
   
   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent in pedagogical knowledge.**
   
   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students. (NJPST 2, 3, 4, 5, 6, 7, 8—Pedagogical Knowledge).

3. **Caring**
   
   We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10).

**Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives**

V. **Required text(s)**

   A. Enz, B.J., Bergeron, B.S., and Wolfe, M. (2007). *Learning to Teach*. Dubuque, IA: Kendall/Hunt Publishing Co. (This text will be used in both EDUC 1108 and 2209 – seminars I and II. Do not sell it at the end of the semester.)

   B. Selected handouts

VI. **REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS**

All students in this course are required to obtain and use an FDU student web mail account in order to access the Blackboard (on-line) components of this course.

**If you are having trouble creating your Webmail account or logging in to WebCampus**, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for Webcampus users.

**To access Blackboard:**

**WEBSITE:** http://webcampus.fdu.edu

Click on Login on the top left of the screen

At this point you will be asked for a user name and password

Once you log in, scroll down to the box called My Courses. Click on EDUC 1108

From then on, you will be able to access the various components of the course.
## VII. Course outline
### Tentative Schedule for Fall 2009

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings/ Tasks Due</th>
</tr>
</thead>
</table>
| 1     | Course Introductions  
• Syllabus  
• Course Expectations  
Why Teach? |  
| 2     | Role of Teaching in the Classroom  
• Roles of Teachers  
• Complexities of teaching  
• History of Teaching in the US | Reading Due: Chapter 1 |
| 3     | Role of Teaching in the Classroom  
• Roles of Teachers  
• Complexities of teaching  
• History of Teaching in the US  
In-Class activity – Metaphors for Teaching |  
| 4     | Library Reference Day – details discussed in class | Meet at the Library |
| 5     | Role of Teaching in the Community  
• Roles of school personnel  
• Board of Education  
• Effective teachers and schools | Reading Due: Chapter 2 |
| 6     | Role of Teaching in the Community  
• Roles of school personnel  
• Board of Education  
• Effective teachers and schools |  
| 7     | NJ Professional Standards for Teachers | Download NJPST from Blackboard and bring to class.  
Task 1 Due – Researching Resources |
| 8     | NJ Professional Standards for Teachers |  
| 9     | Introduction to Learning Theories  
• Behaviorist  
• Cognitive  
• Constructivist  
• Comparing Learning Theories to Teaching Theories  
– what is the difference? | Reading Due: Chapter 3 |
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings/ Tasks Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Learning Theories and Teaching Theories</td>
<td>Reading Due: Chapter 4</td>
</tr>
<tr>
<td></td>
<td>• Essentialism</td>
<td></td>
</tr>
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<td></td>
<td>• Perennialism</td>
<td></td>
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<tr>
<td></td>
<td>• Progressivism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Existentialism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What does this mean in a classroom?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Teaching and Learning Theories Con’d</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teaching and Learning Theories Con’d</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The political landscape of teaching</td>
<td>Reading Due: Chapter 7</td>
</tr>
<tr>
<td></td>
<td>• Standards</td>
<td>Task 2 Due – Theorist Paper</td>
</tr>
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<td></td>
<td>• State Testing</td>
<td></td>
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<tr>
<td></td>
<td>• School Funding</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The political landscape of teaching</td>
<td>Reading Due: Chapter 7</td>
</tr>
<tr>
<td></td>
<td>• Standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• State Testing</td>
<td></td>
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<tr>
<td></td>
<td>• School Funding</td>
<td></td>
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<tr>
<td>15</td>
<td>Race, Gender and Religion in our schools</td>
<td>Reading Due: Chapter 8</td>
</tr>
<tr>
<td></td>
<td>• Racism Issues</td>
<td></td>
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<td></td>
<td>• Gender Equity Issues</td>
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<td></td>
<td>• Religious Beliefs</td>
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<tr>
<td>16</td>
<td>Race, Gender and Religion in our schools</td>
<td>Task 3 Due – School District Comparison</td>
</tr>
<tr>
<td></td>
<td>– Con’t. In Class Read - Teaching Tolerance Article</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>ABCD Religions</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>ABCD Religions</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Writing Learning Objectives</td>
<td>Reading Due: Chapter 5</td>
</tr>
<tr>
<td>20</td>
<td>Writing Learning Objectives</td>
<td>Materials will be supplied.</td>
</tr>
<tr>
<td>21</td>
<td>Writing Learning Objectives</td>
<td>Task 4 will be completed in class.</td>
</tr>
<tr>
<td>Class</td>
<td>Topic</td>
<td>Readings/ Tasks Due</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>22</td>
<td>Writing Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Work Day for Presentations</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Social Issues Presentations</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Social Issues Presentations</td>
<td>Task 5 Due – Collaborative Problem Solving</td>
</tr>
<tr>
<td>26</td>
<td>Social Issues Presentations</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Flex Day</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Wrap up Discussion – Do you still want to teach?</td>
<td>Task 6 due – Self Reflection</td>
</tr>
</tbody>
</table>
VIII. Assignments/performance tasks

Students are expected to complete all required readings and assignments by their due dates. All written work should be typed, double-spaced and carefully proofread. Use correct English, spelling and grammar. Be careful about mechanics and content. Any material that is not the original work of a student must be cited. APA format should be used for citations and references.

A. Performance Task #1: Researching Resources and Partnerships

1. The teaching candidate will research and develop a webliography of different community, state and federal resources that could have an impact on a school. There must be a minimum of 3 resources cited. Give the URL, the full name of the resource, and a brief description of what this resource has to offer.

2. The candidate will discuss the teacher's role in the community, the school's role in the community, and the community's role in the school.

3. The candidate will discuss the partnership of the community and the school.

4. The three items listed above will by synthesized in a paper of approximately 3 pages.

B. Performance Task #2: Compare and Contrast 2 Theorists

1. The student will select 2 theorists who have been discussed in class.

2. The student will research each of the theorists in more detail by reading at least 2 scholarly selections written by each.

3. The student will write a coherent paper explaining the basic premise(s) of each theorist. Use appropriate quotations to support your statements. Don't forget to cite when and where appropriate.

4. The student will compare and contrast (similarities and differences) the two theorists.

5. The student will conclude the paper with an explanation of how these two theorists contribute to and affect education today.

6. The student may also reference scholarly work (supportive or critical of) which discusses the selected theorists.

7. With advanced permission, the student may select a theorist other than those discussed in class.

C. Performance Task #3: School District Comparison

1. Using the NJ DOE website and the school districts' websites, the student will select 2 distinct school districts which have different DFGs. The DFGs must not be adjacent to each other (i.e. not A and B, not D and E). It is recommended that the student try to select one urban district and one suburban or rural district.

2. The student will collect information which includes, but is not limited to, the size of the district, the socio-economic status of the district, the diversity of the district (race and ethnicity), the language diversity, the percent of special needs students, the salary bases for teachers, the length of the school day, the percent of students receiving free/reduced lunches, the mobility rates, proficiency rates on State tests, etc.

3. The student will analyze and synthesize the information into a paper not to exceed 5 pages which discusses the differences between the districts and how these differences affect student learning.

4. The student will conclude by discussing why this information is important for the teacher to know and understand.
D. Performance Task #4: Writing Behavioral Objective

1. The student will write 5 specific behavioral objectives. Each must begin with “The student will be able to…” or “The student will….”

2. Each objective must represent a unique task. Select a different subject or content for each. (e.g. math and English are different content areas. U.S. history and World history are different areas.) It is recommended that the behaviorally objectives represent at least 2 different grade levels.

3. The student should draw a link from each behavioral objective to one of the NJCCCS. Cite the specific standard (use both the number and the wording of the standard).

4. Remember, each behavioral objective must be:
   a. Relevant
   b. Unequivocal
   c. Feasible
   d. Logical
   e. Observable
   f. Measurable

5. For each objective, the student will suggest an appropriate way to assess if the behavioral objective has been met. (Example: Objective - The student will be able to tie his/her shoe without assistance. Assessment – Given a model sneaker with laces, did the student tie the laces properly?)

E. Performance Task #5 Teamwork and Collaborative Problem-Solving (Collaborative Project)

1. Working in groups of 2-4, the student will select a problem he/she believes exists in the public school classrooms today.

2. The group will define the problem. The group will identify the factors which contribute to the problem. The group will specify if these are internal or external factors.

3. The group will discuss what the teacher’s role is in the problem.

4. The group will propose how to address this problem/situation in the classroom so as to improve the situation.

5. The group will present their problem and analysis to the class. It is recommended that the group prepare a formal presentation with handouts and/or a PowerPoint presentation.
IX. Grading and evaluation policies

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation, critical reading of all assignments, attendance.</td>
<td>Every class</td>
<td>20%</td>
</tr>
<tr>
<td>Task 1: Researching Resources</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Task 2: Theorist Paper</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Task 3: School District Comparison</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Task 4: Writing Behavioral Objectives</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Task 5: Collaborative Problem Solving</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

A. At the instructor’s discretion, students may be asked to or permitted to edit and resubmit their work.

B. The instructor may deduct up to one grade for any work turned in late without prior arrangements.

C. These criteria weigh heavily in assessing and grading all student performance:
   1. Demonstrated grasp of relevant theory and concepts;
   2. Demonstrated ability to think critically;
   3. Demonstrated creativity;
   4. Demonstrated grasp of the teaching/learning process;
   5. Demonstrated written and verbal communication skills.

D. Final Rating Scale:
   - A = exemplary performance, excellence, and demonstrated mastery of the knowledge and skills presented.
   - B = above average performance, good understanding of the knowledge and skills presented.
   - C = average/adequate performance, understanding, and demonstration of the knowledge and skills presented.
   - F = Failure to demonstrate an understanding of the content of the course; missing or incomplete assignments; poor class attendance.
   - I = Incomplete.

Note: This designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester (excluding summer sessions) to complete the requirements. If the requirements have not been met within the prescribed period, the “I” will automatically become an “F”. The “F” is a letter grade and will count in the student’s CGPA. (FDU, 2002, p. 5)
# X. Grading Rubrics

**EDUC 1108 – Seminar in Professional Practice I**

**Grading Rubric – Performance Task #1: Researching Resources and Partnerships**

Student: ___________________________ Total Points Earned: _______

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standard</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Locating appropriate web-based resources</strong></td>
<td>Student has cited fewer than 3 appropriate resources and/or is missing critical information regarding the resource. (0-1)</td>
<td>Student has <strong>cited</strong> 3 appropriate resources including the URL, full name of resource, and a brief description of each (what the resource offers). (2-3)</td>
<td>Student has <strong>cited</strong> 3 or more resources including the URL, full name of resource, and a brief description of each and has given a detailed and well defined explanation of why each particular resource is of value to the teacher/school. (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher’s role in the community</strong></td>
<td>Student has not adequately discussed the teacher’s role in the community outside the school. No reference is made to course discussions or readings. (0)</td>
<td>Student has adequately discussed the teacher’s role in the community outside the school, referring to class discussions and/or readings. (1)</td>
<td>Student has given an exceptional discussion of the teacher’s role in the community citing specific examples relating the discussion back to the course and readings. (2)</td>
<td></td>
</tr>
<tr>
<td><strong>School’s role in the community</strong></td>
<td>Student has not adequately discussed the school’s role in the community. No reference is made to course discussions or readings. (0)</td>
<td>Student has adequately discussed the school’s role in the community, referring to class discussions and/or readings. (1)</td>
<td>Student has given an exceptional discussion of the school’s role in the community citing specific examples relating the discussion back to the course and readings. (2)</td>
<td></td>
</tr>
<tr>
<td><strong>Community’s role in the school</strong></td>
<td>Student has not adequately discussed the community’s role in the school. No reference is made to course discussions or readings. (0)</td>
<td>Student has adequately discussed the community’s role in the school, referring to class discussions and/or readings. (1)</td>
<td>Student has given an exceptional discussion of the community’s role in the school citing specific examples relating the discussion back to the course and readings. (2)</td>
<td></td>
</tr>
<tr>
<td><strong>Overall partnership between school and community</strong></td>
<td>Student has not adequately analyzed and summarized the overall partnership between school and community. (0)</td>
<td>Student has adequately analyzed and summarized the overall partnership between school and community (1-2)</td>
<td>Student has given an exceptional analysis and summary of the overall partnership between school and community (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Minimal organization. Severe usage, spelling, punctuation, capitalization errors that interfere with reading. (0)</td>
<td>Adequate organization. Minor grammar, spelling, punctuation, capitalization errors that do not interfere with reading. (1)</td>
<td>Extremely clear, well organized, logical flow, smooth transitions. No grammar, spelling, punctuation, capitalization errors.</td>
<td></td>
</tr>
</tbody>
</table>

Assignment worth 15 points and 15% of total grade

14-15 points  Exceeds standards
9-13 points  Meets standards
0-8 points  Does not meet standards  (Students will be asked to rewrite. Grades will be averaged.)
EDUC 1108 – Seminar in Professional Practice I
Grading Rubric – Performance Task #2: Compare and Contrast 2 Theorists

Student: ___________________________________ Total Points Earned: _______

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>Total points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Paper does not address 2 appropriate theorists. Required scholarly selections/articles are not used. (0 points)</td>
<td>Paper addresses 2 appropriate theorists. Minimum of 2 scholarly selections for each are used. (1-2 points)</td>
<td>Paper addresses 2 appropriate theorists. More than 2 scholarly selections/articles for each are used. (3 points)</td>
<td></td>
</tr>
<tr>
<td>Main Ideas</td>
<td>Main ideas of the theorists are not identified or not adequately discussed. No quotations or citations are used. (0 points)</td>
<td>Most main ideas of each theorist are identified &amp; discussed citing both articles. Appropriate quotations and citations are used. (1-2 points)</td>
<td>All main ideas of each theorist and 2 or more scholarly articles correctly identified &amp; thoroughly discussed. Quotations and citations are effectively used to support the discussion. (3-4 points)</td>
<td></td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>Student did not compare or contrast the 2 theorists (0 points)</td>
<td>Student compared and contrasted the 2 theorists selected (1-2 points)</td>
<td>Student made effective, multiple comparisons and contrasts between the 2 theorists selected (3 points)</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Student made little or no connection of the theories to possible future practice (0 points)</td>
<td>Student reflected on and gave some possible connection and application to future practice (1-2 points)</td>
<td>Student gave detailed reflection on possible connection and application of the theorists/theories to future practice (3 point)</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Severe errors in standard English usage, spelling, punctuation, and capitalization that interfere with reading. Does not use APA format. (0 points)</td>
<td>Minor errors in standard English usage, spelling, punctuation, and capitalization that do not interfere with reading. Uses APA style with minor errors. (1 point)</td>
<td>No errors in standard English usage, spelling, punctuation, and capitalization. Uses APA style correctly in references and citations. (2 points)</td>
<td></td>
</tr>
</tbody>
</table>

Assignment worth 15 points and 15% of total grade

14-15 points Exceeds standards
9-13 points Meets standards
0-8 points Does not meet standards (Students will be asked to rewrite. Grades will be averaged.)
### EDUC 1108 – Seminar in Professional Practice I

Grading Rubric – Performance Task #3: School District Comparison

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>Total points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using DOE website</strong></td>
<td>Student is unable to locate appropriate information for 2 school districts from DOE website. (0 points)</td>
<td>Student selects 2 appropriate school districts and is able to locate required information from DOE website. (1 point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Analysis and synthesis</strong></td>
<td>Student does not adequately analyze or synthesize the school district data into a coherent paper. Does not discuss the differences between the districts. Does not discuss how these differences might affect student learning. (0 points)</td>
<td>Student adequately analyzes and syntheses the school district data into coherent paper which discusses the differences between the districts and how these differences might affect student learning. (1-2 points)</td>
<td>Student analyzes and synthesizes the school district data into coherent paper which discusses in depth the differences between the districts and thoroughly addresses how these differences might affect student learning. (3-4 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Student does not discuss or only discusses weakly the importance of the information to the classroom teacher. (0 points)</td>
<td>Student discusses why the information on the school districts is important to the classroom teacher. (1-2 points)</td>
<td>Student thoroughly discusses (in-depth) the importance of the information to the classroom teacher. (3 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Severe errors in standard English usage, spelling, punctuation, and capitalization that interfere with reading (0 points)</td>
<td>Minor errors in standard English usage, spelling, punctuation, and capitalization that do not interfere with reading (1 point)</td>
<td>No errors in standard English usage, spelling, punctuation, and capitalization (2 points)</td>
<td></td>
</tr>
</tbody>
</table>

This assignment is worth 10 points and 10% of total course grade.

- 9-10 points Exceeds standards
- 6-8 points Meets standards
- 0-5 points Does not meet standards  (Students will be asked to rewrite. Grades will be averaged.)
EDUC 1108 – Seminar in Professional Practice I
Grading Rubric – Performance Task #4: Writing Behavioral Objectives

Student: _______________________________ Total Points Earned: ________

<table>
<thead>
<tr>
<th>The criteria →</th>
<th>Objective represents a unique task. Grade and subject are specified. 1 point each</th>
<th>Objective is specific, observable, measureable 1 point each</th>
<th>Objective is linked to one or more NJCCCS 1 point each</th>
<th>Suggestion for assessment of objective is given 1 point each</th>
<th>Total points for each objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your behavioral objectives ↓</td>
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Task is worth 20 points and will be weighted to 10% of the grade.
For each objective the student either meets or does not meet the standard stated above (0 or 1 point).
For the entire task:
18-20 points  Exceeds the standard
14-17 points  Meets the standard
0-13 points  Below the standard (student will be asked to redo the assignment and the scores will be averaged.)
EDUC 1108 – Seminar in Professional Practice I
Grading Rubric – Performance Task #5: Teamwork and Collaborative Problem Solving

Student: ___________________________________ Total Points Earned: _______

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Standards</th>
<th>Meets Standards</th>
<th>Exceeds Standards</th>
<th>Total points earned</th>
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<tbody>
<tr>
<td>Content</td>
<td>Group does not select an appropriate problem and/or fails to identify the factor(s) which contribute to the problem. (0 points)</td>
<td>Group selects an appropriate problem and identifies most of the factors which contribute to the problem. (1-2 points)</td>
<td>Group selects and appropriate problem and clearly identifies multiple factors which contribute to the problem. Cites how each factor contributes to the problem and how the factors influence each other. (3 points)</td>
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<td>Teacher’s role</td>
<td>Group minimally discusses the teacher’s role in the problem, if at all. (0 points)</td>
<td>Group discusses the teacher’s role in the problem and gives an example. (1-2 points)</td>
<td>Group discusses the teacher’s role in the problem and gives multiple examples. Explains whether the teacher has caused the problem, is complicit in the problem, or has a role in solving the problem. (3-4 points)</td>
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<td>Proposed solution(s)</td>
<td>Group minimally addresses a possible solution or fails to suggest any solution. (0 points)</td>
<td>Group proposes a solution to the problem. (1-2 points)</td>
<td>Group proposes multiple solutions to the problem and discusses the pros and cons of each possible solution. (3 points)</td>
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<td>Presentation</td>
<td>Presentation is disorganized or unintelligible. Not all students participate. Information is incorrect or group members can’t respond to questions from the floor. (0 points)</td>
<td>Group gives an appropriate presentation to the class using handouts or PowerPoint or other appropriate presentation aides. Presentation is organized and intelligible. All group members participate. (1-2 points)</td>
<td>Group gives an outstanding presentation to the class using a variety of presentation aides. Presentation is clear, poignant, well organized, and all members participate equally. (3 point)</td>
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<td>Individual participation</td>
<td>Student did not participate appropriately as a group member. (0 points)</td>
<td>Student participated with group. (1 point)</td>
<td>Student participated equally and fully by taking personal responsibility for success of self and the group as a whole. (2 points)</td>
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Assignment worth 15 points and 15% of total grade

14-15 points Exceeds standards
9-13 points Meets standards
0-8 points Does not meet standards (Individual student will be unable to raise grade on a group assignment.)
FDU, School of Education, and Instructor policies

A. Attendance

1. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

B. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:

1. Attendance is required in all our classes
2. 3 absences, grade drops by a half a grade
3. 4 absences, grade drops by one full grade
4. 5 absences, the student fails or withdraws from the class

C. Academic integrity

1. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future (FDU, 1966, p. 5).

2. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

D. Undergraduate Programs – Grading and similar policies

1. Grades
   a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation:
   a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

c. An undergraduate program of study must be completed within a period of ten years.

E. Student Academic Services

1. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

2. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

F. Policy on course completion

1. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

2. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

G. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

H. Retrieving graded papers

Students are requested to retrieve all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

I. Disclaimer

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

J. References
