Sam Houston™
STATE UNIVERSITY

CIEE 2333
Becoming a Teacher
Spring 2017
<mark>**Tuesdays/Thursdays**</mark>

(CIEE 2333 is a required course for the Bachelor of Science in Interdisciplinary Studies including: EC-6 Generalist, Bilingual, 4-8 Math, 4-8 Math/Science, 4-8 Language Arts-Social Studies, and EC-12 Special Education Certification.)

College of Education
Department of Curriculum and Instruction

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Office hours:	**Mondays and Wednesdays 8:00-10:00**

Class day, time and location: **Mondays and Wednesdays**

Section 1	**9:30-10:50**	**TEC 342**
Section 2	**11:00-12:20**	**TEC 342**
Section 3	**12:30-1:50**	**TEC 342**

Course Description: As per the Conceptual Framework for Teacher Preparation at SHSU, this course is designed to provide you with INSTRUCTION based on RESEARCH which, when coupled with your FIELD EXPERIENCE, will help develop your professional DISPOSITIONS, KNOWLEDGE, AND SKILLS to effectively develop as a new professional teacher.

The purpose of this course is to help prepare you for a career in the teaching profession. Emphasis will be placed on your acquisition of knowledge concerning the standards and dispositions needed to become effective and committed new teachers. Constructivist principles and ideas will be modeled and all pedagogical methods are based on education research, best practice and State and National standards for teaching as a profession. For your field experience, you will also be expected to view 10 hours of video during class time in order to analyze and evaluate effective professional practices. There will be specific class requirements related to field experience that are described in the CIEE 2333 assignment section of this syllabus.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

<mark>**Essential:**</mark> Gaining factual knowledge related to becoming a new teacher

<mark>**Important:**</mark> Applying course material to improve professional thinking, problem-solving, and decision-making in regards to becoming EC-6 teachers, and developing specific skills, competencies, and reflective thinking needed by teachers as professionals

Textbook: Whitaker, T. (2012). *What Great Teachers Do Differently.* 17 Things That Matter Most. Second Edition Larchmont, NY: Eye On Education.

Course Format: This course will consist of cooperative discussion groups, in-class activities, use of technology to improve teaching and learning, field experience, opportunities for learning, and reflections designed to help you further your knowledge, skills, and dispositions regarding teaching in the public schools.

Course Content: The following course content and opportunities for learning will be demonstrated during class time through modeling and activities related to each topic. Teacher Candidates will:

** be provided opportunities to demonstrate their understanding of student learning and the state curriculum.

** demonstrate an understanding of how to use reflection for professional growth and to demonstrate their belief that "Teaching Matters"

** demonstrate an understanding of the need to integrate their content knowledge from the Core Curriculum with the knowledge they will acquire in their education classes

Course Requirements and Policies:

1. *Late Assignment Policy:* It is assumed by the instructor that all work will be submitted on time. LATE WORK WILL BE ACCEPTED with a 50% deduction!!!

2. Time requirement: For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

3. Professionalism policy: Since the major objective for this class is to introduce you to the teaching profession as a whole, you will be expected to display professional behavior in all aspects during class time. You will be expected to:

1. Participate in all class activities
2. Arrive to class on time and stay for the full class period
3. Submit work on time. This means that work is due at the start of class.
4. Turn your cell phone OFF or on SILENT MODE as well as placing it out of sight. That includes refraining from stepping out of class to make or receive calls (or texts) during class time. Failure to do this will result in you losing 50 professionalism points the first time and the remaining professionalism points the second time.
5. Refrain from working on assignments for this or other classes during class time
6. Refrain from talking during class while the instructor or a classmate is talking.
7. Attend all cohort meetings.
8. Act and speak professionally during class.
9. Dress, act, and speak professionally during presentations.
10. Complete ACE hours (10).

All of these behaviors are expected of teachers in all professional situations, and therefore, the same will be expected of you. Infractions of these professional behaviors will result in lost professionalism points. All other behavior that is deemed to be unprofessional will result in points deducted according to the severity of the infraction.

The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Educator Preparation Program.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
  - [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

CF: Conceptual Framework
CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-
    cutting themes and diversity characteristics)
NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:
Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Cell Phone Policy Sam Houston State University **Academic Policy Statement 100728**

Attendance Policy for CIEE 2333:

Since this is a lecture class you need to attend every assigned class. The SHSU attendance policy allows you to miss **3 hours** of class for courses offering **3 hours** of credit this equates to you missing two classes without being penalized. These hours should be considered as insurance policies and used for **emergencies** and **illnesses**.

Upon each absence (after the three (3) hours of absence allowed by the University) there will be a reduction of **25 professionalism points**. An excessive amount of absences will result in your final grade **being lowered by one or more letter grade (s) depending on the number of absences you incur**. It is the student's responsibility to retrieve handouts, materials, and information from any missed class. Any missed group work cannot be made up.

Being late or leaving early: If you are **ten minutes** or more late to class or leave class **ten** minutes or more before class is over, an absence will be recorded. If you show a pattern of being late (but

less than 10) that will be noted and will result in the loss of professionalism points.

Matrix:

Program specific URL address for *Specialty Program Association (SPA) standards*:
ACEI: http://www.acei.org

Conceptual Framework: http://www.shsu.edu/~ncate/concept.html

TX PPR Standards: http://www.tea.state.tx.us

NCATE: http://www.ncate.org

ISTE: http://www.iste.org

State Standards: http://www.tea.state.tx.us/index2.aspx?id=5938

Assignments:

Article Critiques- 100 points

You will complete a journal article (not Time, Newsweek…use an education journal of some sort) that deals with one of the following categories: ELL Learners, Poverty, Gifted and Talented, Bullying, Learning Disabilities and Motivation. The articles may be theory, research, or both. The library is a great resource for finding scholarly articles. (http://library.shsu.edu/)

The following should be included in the article critique:

• **A cover page** (APA style)

• **Summary**- Title and create a summary section in which the nature of the article and its key concepts and ideas are shared.

• **Evaluation**- Title and create an evaluation section in which you critique the claims of the article and the bases for those claims. (Basically, should anyone take action based on this article? If so, explain what action(s) should be taken?)

• **Application**-Title and create an application section in which you explain how reading and analyzing the article could affect your teaching practices in the classroom. After reading this article, what will you implement in your classroom in the future?

• **References**- Reference at least 2 other articles in your article critique. Be sure to cite the article references on your reference page in APA style.

Your critiques should be 2-3 double space pages. Also, please create a **Reference Page** at the end where you provide the article's details in APA format. If you need guidance on that format, see http://owl.english.purdue.edu/owl/resource/560/07/. Your entire article critique needs to follow APA style. The paper should be well-written and free of grammar and context errors.

You will complete a critique of a journal article (not Time, Newsweek…use an education journal of some sort) that deals with one of the following categories: ELL Learners, Poverty, Gifted and Talented, Bullying, Learning Disabilities and Motivation. The articles may be theory, research, or both. The library is a great resource for finding scholarly articles. (http://library.shsu.edu/)

Directions for writing the critique:

• Article Critique should have a cover page (APA style)

• Title and create a **summary** section in which the nature of the article and its key concepts and ideas are shared.

• Title and create an **evaluation** section in which you critique the claims of the article and the bases for those claims. (Basically, should anyone take action based on this article? If so, explain what action(s) should be taken?)

• Title and create an **application** section in which you explain how reading and analyzing the article could affect your assessment practices in the classroom.

• Reference at least 2 other articles in your article critique. Be sure to cite the article references on your reference page in APA style.

Your critiques should be in the 2-3 page double space range. Also, please create a **Reference Page** at the end where you provide the article's details in APA format. If you need guidance on that format, see http://owl.english.purdue.edu/owl/resource/560/07/. Your entire article critique needs to follow APA style. The paper should be well-written and free of grammar and context errors.

2. TEKS Activity: Cohorts will be assigned one of the State of Texas' curriculum for PK-8th grade in **Math, Language Arts, Social Studies, or Science**. Each cohort member will be assigned a subject and grade and then highlight all verbs in the student expectations section. Each cohort member will then align these verbs with Bloom's Taxonomy and record findings electronically in graph and tally form. Lastly, each cohort member will also write a summary regarding results. The summary should be a ==one to two typed single spaced paragraph(s) using a== **12 pt. Times New Roman Font. The paragraph should explain your** findings, explain why you think the results of your findings are what they are, and how this information will help you plan lessons in the future. Additional information will be provided through a handout and rubric.

3. Timeline: You will create a timeline of events that have affected the education system. Each entry must contain: a date (as specific as possible), a "title" of the event, a description of the event as well as an explanation of the event's significance to your education. A rubric is also provided for scoring.

4. ACE Reflection Paper: You will submit a **2 to 3 page double spaced 12 pt. Times New Roman font** paper to reveal your personal thoughts/experiences with regards to the 10 hours you are required to volunteer. You must relate your analysis to what you learned in this course with your personal knowledge and experience during the completion of this community service. By completing the community engagement component in this class you will gain knowledge and leadership skills that will help you become an effective educator. The purpose of this experience is to help you find your strengths and understand your responsibility to the community. A rubric is provided for scoring.

5. Why I want to be a teacher: You will submit **a 3 to 4 page double spaced 12 pt. Times New Roman font paper** reflecting why you want to be a teacher. A rubric is provided for scoring.

6. You Tube Video: You will complete a video explaining and demonstrating five ways teachers or students may use technology in the classroom and place the video on You Tube.

7. Cohort Meetings Notes: You are required to meet with your cohort once a week for **10-15 minutes**. During your meetings you are required to take notes. Your notes should include the following information:
1. Cohort members' names who attended the meeting, 2. Date of the meeting, 3. The location of the meeting, 4. The length of the meeting and 5. **Detailed** information regarding topics **related** to the class that were discussed during your meetings.

Your **TYPED** meeting notes should be placed in a three ring folder and turned in weekly. Your notes are due at the beginning of the class period as specified in the syllabus.

8. InTASC Standards Podcast: You are required to research and complete a specific InTASC standard and make a podcast and post the link on BB for your classmates to review. You may use YouTube, sound cloud, Podomatic, etc.

9. **Peer Review:** You will rate your cohort members' performance as well as your own during this semester. Be honest and fair. You are required to justify the points you assign to yourself and to your cohort members. **Peer Review Rubric provided.**

Course Evaluation:

	Points:	Due Date:
1. Why I want to teach paper	100	Jan. 31st
2. TEKS Activity	100	Feb. 16th
3. Timeline (uploaded to BB)	100	Mar. 2nd
4. Articles critique	100	Mar. 21st
5. Cohort Technology Video	40	Mar. 23rd
6. InTASC Podcast	100	Apr. 13th
7. InTASC Podcast Comments		Apr. 18th
8. Peer Review	10	Apr. 18th
9. ACE Reflection Paper	30	Apr. 18th
10. Professionalism	100	
11. Midterm	160	
12. Final	160	

Total points = 1,000

A =	1,000-900 points	(90%-100%)
B =	899-800 points	(80%- 89%)
C =	799-700 points	(70%- 79%)
D =	699-600 points	(60%- 69%)
F =	below 600 points	(below 60%)

A RUBRIC SHOULD BE INCLUDED WITH ALL SUBMITTED ASSIGNMENTS! FAILURE TO DO SO WILL RESULT IN A DEDUCATION OF 5 POINTS FOR FINALLY GRADE ON THE ASSIGNMENT!

Opportunities for Learning Aligned with Standards:

1. Journal Articles and Folder

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill)

Conceptual Framework #1 (Knowledge Base) #3 (Communication)

NCATE 1 (knows and demonstrates the content knowledge, Pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.)

ISTE 2.a (interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media), 2.b (communicates information and ideas effectively to multiple audiences using a variety of media and formats)

2. TEKS Activity

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill)

Conceptual Framework: #1 (Knowledge Base) #2(Technological learning environment) #3 (Communication)

ISTE 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 3.d (process data and report results), 4.c (plan and manage activities to develop a solution or complete a project), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

3. Timeline

Conceptual Framework #1 (Knowledge base) #2 (Technological learning environment) #3 (Communication)

TX PPR Standard 4.9K (Understands the importance of participating in professional development activities to enhance content knowledge and pedagogical skill) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness) 4.13K (Understands the legal requirements for educators [e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse)

ISTE 1.a (applies existing knowledge to generate new ideas, products, or processes), 1.b (creates original works as a means of personal or group expression), 2.a (interacts, collaborates, and publishes with peers, experts, or others employing a variety of digital environments and media), 2.b (communicates information and ideas effectively to multiple audiences using a variety of media and formats), 2.d (contributes to project teams to produce original works or solve problems, 3.a (plans strategies to guide inquiry), 3.b (locates, organizes, analyzes, evaluates, synthesizes, and ethically uses information from a variety of sources and media), 3.c (evaluates and selects information sources and digital tools based on the appropriateness to specific tasks), 4.a (identifies and defines authentic problems and significant questions for investigation), 4.b (plans and manages activities to develop a solution or complete a project), 4.d (uses multiple processes and diverse perspectives to explore alternative solutions), 6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

4. Reflection Paper

ACEI 5.1 (is aware of and reflects on teaching practice in light of research on teaching, professional ethics, and resources available for professional learning; . . . and actively seek out opportunities to grow professionally)

Conceptual Framework #5 (Effective Field Experience)

TX PPR Standard 2.2K (Understands the impact of teacher-student interactions and interactions among students on classroom

climate and student learning and development) 2.3K (Understands ways to establish a positive classroom climate that fosters active engagement in learning among students) 4.12K (Understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness)

NCATE   #4 (Diversity)

ISTE   6.a (understands and uses technology systems), 6.b selects and uses applications effectively and productively), 6.c (troubleshoots systems and applications), 6.d (transfers current knowledge to learning of new technologies).

CIEE 2333   Proposed Calendar   Spring 2017

Date	Topics In Class	Items to Complete Outside of Class
January 19th	Introductions	Print Syllabus Sign syllabus receipt and bring to class Exit ticket What is multiple intelligence?
January 24th	**Syllabus Discussion** **Syllabus Receipt** **Discussion of Why I Want to Teach Assignment** **Cohort meeting**	**Find and print Bloom's Taxonomy Verbs** **Write Cohort Notes**
January 26th	**Historical Event** **What is Bloom's Taxonomy?** Cohort Note Check	Work on Why I want to teach paper
January 31st	**Historical Event** **TEKS Activity**	Why I want to teach paper due on or before midnight Upload to BB Work on TEKS Activity Read Chapters 1-3 What Great Teachers Do Differently
February 2nd	**Cohort Notes Check** Historical Event TEKS Activity Chapters 1-3 What Great Teachers Do Differently	Obtain an historical significance event that influenced/impacted education. How did this event impact the education of the generation at the time? Did this event impact your education, if so how?
February 7th	Significant Historical Educational Events Timeline Discussion Dates of Timeline Presentation	**Work on TEKS Activity** **Work on Timeline**
February 9th	**Cohort Notes Check** Historical Event 21st Century Learners	**Work on TEKS Activity** **Work on Timeline** **Read Chapters 4-6**
February 14th	Historical Event **Discuss Chapters 4-6** Video #1	**Write Cohort Notes** **Work on TEKS Activity** **Work on Timeline**
February 16th	**Cohort Notes Check** **Historical Event** **Video#2** **Turn in Cohort TEKS Activity in pocket folder (One folder per cohort) Due at the start of class**	**Work on Timeline**
February 21st	**Historical Event**	**Write Cohort Notes** **Work on Timeline**
February 23rd	Cohort Notes Check Historical Events	**Work on Timeline**
February 28th	**Video #3** Discuss Technology Video	Write Cohort Notes Work on Timeline Work on Technology Video Work on Article critique
March 2nd	**Cohort Notes Check** **Midterm** **(Bring a scantron and pencil to complete midterm)**	**All timelines uploaded to BB by midnight** **Work on Technology Video** Work on Article critique
March 7th	**Timeline Presentations** Video #4	Write Cohort Notes Read Chapters 7-10 Work on Article critique
March 9th	Cohort Notes Check **Discuss Chapters 7-10**	Work on Technology Video Exit ticket: What are InTASC Standards? What does each letter in InTASC mean? Work on Article critique
Spring Break	**March 13th -17th**	**No Class**
March 21st	**Timeline Presentations** Discuss InTASC Standards	Article critique due to BB by midnight Work on Technology Video
March 23rd	**Cohort Notes Check** **Timeline Presentations**	**One** person per cohort should post the ENTIRE cohort technology youtube video link to BB by Midnight

		Everyone post technology video to Tk20
March 28th	Video #5	Work on InTASC Standard Podcast
March 30th	**Timeline Presentations**	Work on InTASC Standard Podcast Read Chapters 11-14
April 4th	Discuss chapters 11-14 Video #6	Work on InTASC Standard Podcast
April 6th	**Timeline Presentations**	Work on InTASC Standard Podcast
April 11th	**WORKDAY**	Read Chapters 15-19
April 13th	**Discuss Chapters 15-19** Teacher code of conduct	ONE PERSON FROM YOUR COHORT SHOULD Upload InTASC Podcast to BB by midnight Listen to or watch InTASC podcast and comment on BB
April 18th	**Discuss legal and ethical issues**	Listen to InTASC **Podcast** and comment on BB by midnight
April 20th	**Dispositions and Testing** **Peer Reviews due at the start of class** Video #7 A Table for 22	**ACE Reflection Paper Uploaded to BB by midnight**
April 25th	**FINAL**	

PROJECT

RUBICS

Why I Want to be a Teacher Rubric

Name: _____ Score_____

	22-15	14-10	10-0
Reasons for Wanting to be an Educator	An explanation as to why the person wants to be an educator is included.	The paper does not adequately explain why the person wants to be an educator.	The paper did not state why the person wants to be an educator.
	22-15	**14-10**	**10-0**
Purpose of Education	Clearly and thoroughly describes the writer's perception of the purpose of education including the roles of the teacher, the student and the curriculum.	Describes the purpose of education with some reference to the roles of the teacher, the student and the curriculum	Discusses motivation to teach but not necessarily the purpose of education or discusses purpose in general.
	22-15	**14-10**	**10-0**
Candidate is able to describe strengths and weaknesses they may have that are associated with teaching	Shows thorough understanding of the strengths and weaknesses of his/her personality and the impact the strengths and weaknesses will have on his/her success in the profession.	Describes the strengths and weaknesses of his/her personality.	Demonstrates a weak understanding of his/her personality.
	22-15	**14-10**	**10-0**
Mechanics of writing	No errors in capitalization, spelling, grammar, or punctuation making the paper exceptionally easy to read.	1-2 errors in conventions, but the plan is still easy to read.	Several errors in conventions catch the reader's attention and also greatly interrupt the flow.
	12-7	**6-4**	**3-0**
Formatting	Formatting is fully compliant with assignment requirements (cover page, 2 to 4 pages, double spaced, Times New Roman, 12 pt. font, rubric included	Formatting is largely compliant with assignment requirements.	Formatting does not follow more than two of the assignment requirements

Name _____ **Sec.** _____ **Date** _____

Journal Article Critique

1. Summary (paper)

_____ There is a clear and concise summary that sufficiently relates the author's purpose. (20-15)

_____ The summary is somewhat unclear or is not concise. It is unclear as to the author's purpose. (14-11)

_____ There is either not a summary or the summary does not give the reader a clear understanding of the contents
or purpose of the article. (10-0)

2. Personal Connection (paper)
_____ There is a clear personal connection between what the author says and the reader's own experiences. (20-15)
_____ There is little/no personal connection from the reader's own experiences. (14-0)

3. Questions (paper)
_____ There are at least 3 questions and they indicate a clear understanding of the author and his/her position and
purpose of the questions. (20-15)
_____ There are 3 questions they do not indicate a depth of understanding of the author and his/her position and
purpose of the questions. (14-11)
_____ There are fewer than 3 questions and/or they do not indicate a depth of understanding of the author and
his/her position and purpose of the questions. (10-0)

4. Future Implications (paper)
_____ There is an explanation of how the information from this article will be incorporated in the classroom in
the future and three benefits for the teachers and three benefits for the students. (20-15)
_____ There is an explanation but it does not indicate a depth of understanding and/or there are not three
benefits for the teacher and/or three benefits for students. (14-11)
_____ The explanation does not indicate a depth of understanding and benefits for teacher and/students are
included. (10-0)

5. Writing
_____ The writing is commensurate with college level writing. (10-5)
_____ The writing contains spelling, punctuation, grammar, syntax, etc. mistakes which make it below college level
writing. (5-0)

6. Number of Articles:

_____ All five articles are included and placed in the order in which they were read. They were also separated with
paper dividers and the name of the articles are written on the tabs. (10-5)

_____ All five articles are included and placed in the order in which they were read. No dividers were included. (4-3)

_____ Fewer than five articles are included, or they are not in the order in which they are read, or they don't have
dividers. (2-1)

Total points: _____/100

Name _____ Sec. _____ Date _____

Timeline Rubric

Section	Approaching Expectations	Meets Expectations	Exceeds Expectations
Personal Information Approaching = 0-1 Meets = 2-4 Exceeds = 10 TOTAL: _____	Family members/Friends are not clearly identified by name and relationship	Family members/friends are clearly identified with name and relationship to cohort member	Slides are clearly identified and pictures are included for each event. There is also additional information given about you such as what grade, and school you attended at the time of each event.
Information About Event Approaching = 0-9 Meets = 10-12 Exceeds = 13-15 TOTAL: _____	Some information is not accurate The information is vague and does not lead to even a general understanding	Information is not important to the event. All information is accurate The information is enough for a general understanding	Event slide includes important information about event. All information is accurate The information is sufficient for a clear understanding.
Significance of Events on your education Approaching = 0-14 Meets = 15-18 Exceeds = 19-20 TOTAL: _____	The significance of each event on your education is either not mentioned or is only implied through vague statements.	A slide is provided that has **three** bulleted examples of the significance of each event on your education. Slide also includes some examples for additional clarification.	A slide is provided that has **five** bulleted examples of the significance of each event on your education including examples for additional clarification.
Events are placed on a Timeline Approaching = 0-1 Meets = 2-4 Exceeds = 5 TOTAL: _____	No timeline is included. Events are not in order.	There is a timeline but the timeline is not in order or the events are not placed on the timeline	There is a timeline and events are included in order.
References Approaching = 0-1 Meets = 2-4 Exceeds = 5 TOTAL: _____	There is not a hyper link to the exact page where the information is located Some information is not referenced	There is a hyper link to the exact page where the information is located All information is referenced	There is a hyper link to the exact page where the information is located There is a clear connection between the citation and all information is referenced
Presentation Approaching = 0-14 Meets = 15-18 Exceeds = 19-20 TOTAL: _____	Read from slides Slides were cluttered Too many words on slide There was little interaction with the audience as a result of: voice volume, eye contact, lack of enthusiasm, was not dressed appropriately ,etc.	Read some of slides Some information was bulleted There was some connection with the audience (voice volume, eye contact, dress was appropriate, etc.)	Gave a synopsis of information Slides had only important information There was an obvious connection with the audience (voice volume, eye contact, enthusiasm, appropriately dressed, etc.)
Posted to BB 5 ___			
Quality of Writing Approaching = 0-14 Meets = 15-18 Exceeds = 19-20 TOTAL: _____	Writing was not commensurate with college level work	Writing was commensurate with college level work	Writing was mistake-free

Total points: _____/100

Name: _____Sec. _____Date: _____

TEKS/Bloom Activity Rubric

SCALE	APPROACHING MINIMAL STANDARDS	MEETS MINIMAL STANDARDS	EXCEEDS MINIMAL STANDARDS
HIGH-LIGHTED VERBS	Some verbs are not highlighted or verbs are highlighted unnecessarily **0-8**	Most appropriate verbs are highlighted **9-15**	All appropriate verbs are highlighted **16-20**
VERBS LABELED WITH BLOOM'S LEVELS	Some of the verbs are correctly labeled and/or Labeling was confusing **0-8**	Most verbs were correctly labeled **9-15**	All verbs were correctly labeled **16-20**
GRAPH ACEI 5.1 TX PPR 4.9K CF #1, #3	The graph does not provide both raw numbers and percentages or The graph does not include a title. or Incorrect information was graphed. **0-8**	The graph represents some raw numbers as well as percentages The graph includes a title. Some information was graphed correctly **9-15**	All parts of the graph are clearly labeled. The graph represents raw numbers as well as percentages. The graph includes a title. Correct information was graphed in such a way that it was easily understood **16-20**
STATEMENT ACEI 5.1 TX PPR 4.9K CF #1, #3	There is no statement of findings and/or no inference as to the importance of using the information in effective lesson planning. or The statement is too brief for the level of understanding to be clear. **0-8**	There is only minimal information given about the student's findings or it is difficult to understand what the student has inferred about using the information in effective lesson planning. **9-15**	The findings reflect the student's understanding and reflect his/her ability to infer the importance of using the information in effective lesson planning. **16-20**
USE OF TECHNOLOGY ISTE 3.c, 4.c, 6.a, 6.b,	Graphing technology is used ineffectively to communicate data. **0-8**	Graphing technology is partially used ineffectively to communicate data. **9-15**	Graph technology was effectively used to clearly represent the data. **16-20**

Total points: _____ / 100

Name _____ Date _____ Section _____

CIEE 2333
ACE Reflection

Instructions: Your reflection is to be written to reveal your personal thoughts/experience with regard to being a volunteer in the community. The object of this assignment is to synthesize what you have learned in this course with your personal knowledge and experience. The reflection is to be approximately 2 to 3 pages double spaced, typewritten, with the four paragraph headings below. The questions below are to help you focus your thoughts in each paragraph. You are not required to answer each question below instead they should be used to help guide your ideas for each paragraph.

Previous Perceptions: This semester, you volunteered 10 hours in the community, tutoring students, working with small groups, teaching computer skills to seniors, etc. Before taking this course, did you volunteer in the community? If so, where and what did you do? (Give a specific example). If not, why not? Do you think you impacted your community by completing 10 hours of community service? If so, what impact did your service have on the community?

Link Between Theory and Practice: Were you able to apply the subject matter taught in this course to a real world situation during your community service? Did it help you better understand the material taught in this course? Do you think the idea of combining volunteering in the community with university coursework/material should be practiced in more classes?

Long Term Impact: How has the service you provided this semester help you to become aware of the needs in your community? After becoming aware of these needs in your community this semester will you continue to volunteer in your community? Do you believe you can make a difference in the world? Will you continue to volunteer after this course?

Conclusion: Do you think participating/interacting with the community help to enhance your leadership skills and help improve your communication skills? Did completing this service component help define your personal strengths and weaknesses? Do you think the service aspect of this course was valuable? Do you think you have made a difference in your community?

Total_____/30

Team Member Being Rated_____

Rater_____

Peer Review Rubric

*Each member will print and complete the peer review rubric for each member of the cohort as well as rate <mark>himself/herself</mark>. Pick a category and circle the number which best represents the effort put forth by each member of your cohort. The average of all scores will make up the "peer review" portion of your final grade.

<u>Super Star Team Player</u>	<u>Valuable Team Player</u>	<u>Team Player</u>	<u>Nonexistent Team Player</u>
10 9 8	**7 6 5**	**4 3**	**2 1 0**
Team Member was a **rock star**! He/she did his/her role in group planning, creating and implementation. He/she was always in attendance. If absent, he/she was considerate and informed team members and made up his/her work. **Justification for giving your team member this rating. Here are some examples why I rated my team member this way:**	Team Member was a valuable team member. Team member did his/her role in group planning, creating and implementation but had to be reminded several times of group responsibilities and/or was absent without informing team members or did not make up his/her work. **Justification for giving your team member this rating. Here are some examples why I rated my team member this way:**	Team Member did some (but not his/her fair share) of his/her role in group planning, creating, and implementation. He/she was absent without informing team members and did not make up the work. **Justification for giving your team member this rating. Here are some examples why I rated my team member this way:**	Team Member did very little or none of the group work. **Justification for giving your team member this rating. Here are some examples why I rated my team member this way:**

Cohort Technology Video Presentation Rubric

Name_____

	Target (25-20 points)	Acceptable (19-14 points)	Unacceptable (13-0 points)	
Volume/Rates	Presenter is easy to hear and rates of speech are appropriate	Audience is able to hear as a whole, but there are times when volume is not quite adequate. Speaker may at times seem like she/he is rushing or exaggerating pauses	Presenter is difficult to hear and the rate of speaking is too slow or too fast.	
Use of technology tool	Speaker explains who may use the technology tool (either the teacher, the student or both). Give **three** benefits of using the technology tool.	Speaker explains who may use the tool but does not explain the benefits or does not give **three** benefits of using the technology tool. Or Speaker explains the benefits but does not tell who will benefit from this technology tool or does not give **three** benefits.	Speaker does not explain who may use the tool nor give any benefits.	
Demonstration	Speaker tells the name of the technology tool and demonstrations how to use the technology tool.	Speaker does not tell the name of the technology tool but demonstrates how to use the technology tool.	Speaker does not tell the name of the technology tool and does not demonstrate how to use the technology tool.	
Technology Tool	Technology tools are visible for the audience while the speaker is demonstrating the use of the technology tool.	Technology tools are partly visible for the audience while the speaker is demonstrating the use of the technology tool.	Technology tools are not visible for the audience while the speaker is demonstrating the use of the technology tool.	
Comments on BB	**5** Relevant Comments on all podcast links posted to BB.	**4** Comments on all podcast links but comments are not relevant.	**3-1** Comments posted to some of the podcast links on BB.	**0** No comments are posted to BB

Total   /30

Podcast Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Introduction	15-12 points	11-8 points	7-4 points	3-0 points	___/15
	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.	Describes the topic and engages the audience as the introduction proceeds.	Somewhat engaging and provides a vague purpose.	Does not include an introduction or the purpose is vague and unclear.	
	Tells who is speaking, date the podcast was produced, and where the speaker is located.	Tells most of the following: who is speaking, date of the podcast, and location of speaker.	Alludes to who is speaking, date of the podcast, and location of speaker.	Speaker is not identified. No production date or location of the speaker is provided.	
Content	25-22 points	21-18 points	17-14 points	13-0 points	___/25
	Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented.	Accurate information is provided succinctly.	Some information is inaccurate or long-winded.	Information is inaccurate.	
	Vocabulary enhances content.	Vocabulary is appropriate.	Vocabulary is adequate.	Vocabulary is inappropriate for the audience.	
	Includes a wide variety of appropriate, well-researched and informative sources and has well-edited quotes from "expert" sources. Quotes and sources of information are credited appropriately.	Includes appropriate and informative quotes from "expert" sources. Source quotes are credited appropriately.	Includes some variety of informative quotes from some "expert" sources. Source quotes need some editing and some credits are missing.	Includes no source quotes.	
	Keeps focus on the topic.	Stays on the topic.	Occasionally strays from the topic.	Does not stay on topic.	
	Conclusion clearly summarizes key information.	Conclusion summarizes information.	Conclusion vaguely summarizes key information	No conclusion is provided.	
Delivery	25-22 points	21-18 points	17-14 points	13-0 points	___/25
	Well-rehearsed, smooth delivery in a conversational style.	Rehearsed, smooth delivery.	Appears unrehearsed with uneven delivery.	Delivery is hesitant, and choppy and sounds like the presenter is reading.	
	Highly effective enunciation, expression, and rhythm keep the audience	Enunciation, expression, pacing are effective.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation of spoken word is not clearly understandable or	

	listening.			expression, and rhythm are distracting throughout the podcast.	
	Correct grammar is used throughout the podcast.	Correct grammar is used during the podcast.	Occasionally incorrect grammar is used during the podcast.	Poor grammar is used throughout the podcast.	
Graphic and Music Enhancements	15-13 points	12-10 points	9-7 points	6-0 points	___/15
	The graphics/artwork used create a unique and effective presentation and enhance what is being said in the podcast.	The graphics/artwork relate to the audio and reinforce content.	The graphics/artwork sometimes enhance the quality and understanding of the presentation.	The graphics are unrelated to the podcast. Artwork is inappropriate to podcast.	
	Music enhances the mood, quality, and understanding of the presentation.	Music provides supportive background to the podcast.	Music provides somewhat distracting background to the podcast.	Music is distracting to presentation.	
Technical Production	15-13 points	12-10 points	9-7 points	6-0 points	___/15
	Transitions are smooth and spaced correctly without noisy, dead space.	Transitions are smooth with a minimal amount of ambient noise.	Transitions are uneven with inconsistent spacing; ambient noise is present.	Transitions are abrupt and background noise needs to be filtered.	
	Volume of voice, music, and effects enhance the presentation.	Volume is acceptable.	Volume is occasionally inconsistent.	Volume changes are highly distracting.	
	Podcast length **(minimum of 5 minutes)** keeps the audience interested and engaged.	Podcast length keeps audience listening.	Podcast length is somewhat long or somewhat short to keep audience engaged.	Podcast is either too long or too short to keep the audience engaged.	
Comments on Blackboard	5 points			0 points	___/5
	Relevant Comments on all podcast links posted to BB.			No comments are posted to BB.	
				TOTAL POINTS	__/100

I have received a copy of the course syllabus for **CIEE 2333**. I have read it and understand the course content, class procedures, and what is expected of me to earn credit with a specific grade in this class. I am also aware that if I do not receive a C or better in this course I will be required to retake this class.

If circumstances are such that I cannot complete the semester, I understand that it is my responsibility to withdraw officially from the course. If I do not withdraw officially, I know that I will receive a course grade of an **F** and that the instructor is required by law to report when I last attended class.

_____   _____   _____

   Student's signature   Section #   Date