“Change leads to disappointment if it is not sustained. Transformation is sustained change, and it is achieved through practice.” BKS Iyengar

Instructor: Dr. Jacqueline M. Williams

Course: EDF 3604.521, Schools and Society

Contact: 941-391-0296; jacqueline18@sar.usf.edu


Writing Center: http://www.usfsm.edu/academics/cas/writingctr.php

TaskStream Account:

Campus Computing: http://www.usfsm.edu/campuscomputing/; Computing@sar.usf.edu, or 359-4350; ncatasus@sar.usf.edu or 359-4308 (for Canvas help)

Class Goals and Objectives

We will learn about the challenges of education in the United States and debate the controversies. By the end of this course, you should be able to:

- Consider various purposes of education.
- Outline the professional responsibilities of a teacher as viewed by the public, parents, professional colleagues, and yourself.
- Explain why knowledge of the history of education is important to educators, how it affects current practice, and how it might be used to improve education today.
- Describe the role that schools play in the socialization of children and youth.
• Identify ways in which schools respond to students who are not members of the dominant culture.
• Describe how social and educational policies and laws affect ESOL students.
• Examine the role of politics and world events as they influence education.
• Evaluate how globalization and technology affect schools, students, and teaching.

Topics We Will Discuss that Involve/Affect the Social Contexts of Education:

• Social viewpoints towards teachers and education
• Goals of education
• History of US education (especially of minorities)
• Philosophies (purposes) of education
• Legal and political issues
• Bureaucracy and ethics
• The effects of mass media
• Technology
• Bullying; violence
• Multiculturalism; racism; ESOL
• Gender issues
• Special needs
• Global issues; immigration

Meeting Standards from the Florida Educator Accomplished Practices (FEAPs), NCATE, COE, BOG, and ESOL accreditation requirements (See Critical Task and Essential Task assignments.)

FULFILLING ESOL REQUIREMENTS:

This course will help you to fulfill the requirements for the following ESOL Performance Standards:

• #2 Recognize the major differences and similarities between the different cultural groups in the United States
• #3 – Identify, espouse and reexamine cultural stereotypes related to LEP and non-LEP students
• #4 – Use knowledge of cultural characteristics of Florida’s LEP population to enhance instruction
• #18 – Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students
• #22- Develop and implement strategies for using school, neighborhoods and home resources in the ESOL program)
• #23 – Identify major attitudes of local target area groups toward school, teachers, discipline and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students and the school setting).
This course will not completely fulfill these competencies. Your required ESOL coursework and other education classes at USF will provide other opportunities for you.

**USF Resources and Policies**

_The Counseling and Wellness Center_ is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. You can receive assistance in confidence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Counseling Center and Wellness Center 941-487-4254
Victim Advocate (24/7) 941-504-8599

**List of off-campus resources:**

Hope of Manatee: 941-755-6805
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
First Call for Help- Manatee: 941-708-6488 -Sarasota & North Port 941-366-5025
Manatee Glens: 941-782-4800

**Information regarding VAWA.**

USF System Flyer: Updated flyer outlining the USF System VAWA/Title IX and Clery information

**Here are some other supports resources on campus:**

Campus Police (located on New College campus)
501 College Drive, New College of Florida
EMERGENCY: 911
(941)487-4210
[www.ncf.edu/police](http://www.ncf.edu/police)

Students of Concern Assistance Team (SOCAT): [socat@sar.usf.edu](mailto:socat@sar.usf.edu)
The main focus for SOCAT is to offer supportive intervention and guidance to any USF Sarasota-Manatee student who is having difficulty. The goal is to help the student focus
on academic success, avert more serious difficulties, and ensure the safety of both the student and the USF Sarasota-Manatee community.

Disability Services
Office of Student Services, USF Sarasota-Manatee
(941)359-4714
www.sarasota.usf.edu/Students/Disability/

Student Rights and Responsibilities
Office of Student Services, USF Sarasota-Manatee
(941)359-4330
www.sarasota.usf.edu/students/SRR/

Students with Disabilities
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation and must provide each instructor with a copy of the official Memo of Accommodation.

Contact Information: Pat Lakey, Coordinator, 941-359-4714; plakey@usf.sarasota.edu; www.sarasota.usf.edu/Students/Disability/. These details are held in confidence between the student and instructor.


Religious Observances: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, a week in advance of the absence.

Web Portal Information: Every newly enrolled USF student receives an official USF email account. Students receive official USF correspondence and Blackboard course information via that address. I only use USF email addresses for email communications with students, as the university provides me with these and it is too difficult to keep up with students' personal emails. Check BB/USF email on a daily basis to see if any announcements, such as class changes, alterations in assignments, etc., have been posted on the announcement board. These are the only two ways I have of communicating with the whole class between classes. There will be assignments that you must submit through BB; no exceptions.

Academic Dishonesty: Information can be found in the online Catalog at http://www.usfsm.edu/academics/catalogs/ug/usfsm_ug_12_13.pdf. All assignments represent the individual work of student unless designated specifically by the instructor to be collaborative in nature. Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course. The College of Education takes plagiarism very seriously. Prospective teachers are the last people who should be caught at this offense. If
you are unsure what constitutes plagiarism, USF has a great web page with sources of information at http://www.lib.usf.edu.ezproxy.lib.usf.edu/guides/avoiding-plagiarism/. This is well worth a few minutes of your time.

**Detection of Plagiarism**

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Emergency Information: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, e-mail messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication and the main USF college websites, e-mails, and MoBull messages.

Building Evacuation/Fire Alarm: Evacuation Routes are posted in each classroom. From the exit door of the room that you are in, follow the primary evacuation route (red) to the nearest stairway. If this is blocked, use the secondary route (orange). Gather outside at designated area away from the building.

**More about EDF 3604**

Both original No Child Left Behind (NCLB) legislation and Education Secretary Duncan offer substantial comments about “highly educated teachers.” An article in the Nov. 30, 2009 Education Week states, “The secretary made it clear that teacher quality is going to play a central role in the ESEA reauthorization” (Klein, 2009). In the USFSM College of Education, we seek to refute the disparaging remarks about teaching, such as, “Those who can’t, teach,” and it is our goal to return to the idea that teachers must have excellence in terms of academic skills in order to pass these on to children. That includes attendance, appropriate participation, work completion on time, critically analyzing reading assignments, and writing excellence. These will all play into final grades.

The College of Education at Sarasota-Manatee offers a unique opportunity for its students. In Summer 2012, the Board of Governors recognized our Center for Partnerships for Arts-Integrated Teaching. In each course, you will be invited to explore ways in which creativity and the arts can support your teaching and increase student achievement. We plan to include partnerships with arts institutions in our community and opportunities for you to attend arts events as well as integrating the arts into education courses you take at USFSM.

**Diversity** –While all your assignments will require you to address diversity and reflection, you will be required to write a short essay of 300-500 words, describing the manifestation of human diversity that are explored in this course. You will discuss what
you feel are the most important understandings related to diversity that you learned and explain their significance in relation to the issue.

Community Engagement Essay: This course includes a quasi practicum experience that will help to bring together the readings, lectures and your observations at a Title 1 and Non-Title One School. Reflective exercises helps us not only to gain deeper understanding, but it also helps to make us more conscious and tolerant of our differences. Please note that you will be required to write a short essay of 300-500 words, describing the community engagement (quasi-practicum) activity enabled by this course. You will discuss insights related to diversity and demonstrate the impact the experience had on you personally. You will conclude by identifying what you feel will be your most lasting impression from the experience.

Please note that this course is an upper level Pillars course that includes work in diversity and community engagement. Assignments are designed to address important learning in diversity and community engagement as well as topics of formal education.

**A Note on Work Load**

Students frequently indicate that they are feeling overwhelmed with the amount of work. An investigation to understand the concern has uncovered several reasons for the stress:

1. This may be your first semester at USF. Courses are, in general, more demanding than courses offered at community and state colleges. Thus, the expectations about reading, writing, and research are greater. As a result, you may not be able to take as many courses successfully at USF as you did at a different institution.
2. You may be taking four (or more) courses, working full-time, and raising young children. Only a rare person can do a good job of juggling this kind of workload and responsibility.

A logical recommendation is that you not put yourself in the position of full-time classes and full-time work. Students often say they just want to get through the degree. There is more to a degree – or should be – than a piece of paper. It should mean that you have learned, and learned well, because you gave yourself the time to engage fully in your classes. You cannot do this if you have only the time to skim complex readings or to write a final draft the day a paper is due, and you should not expect high grades as a result of such practices. A colleague found one work-to- school load suggestion in a UCF catalog that is a good average:

- 40 hours per week if taking no more than 6 credit hours per term
- 30 hours per week if taking 9 credit hours
- 20 hours per week if taking 12 credit hours

Yes, financial obligations and other bureaucratic issues, such as scholarship requirements, cause students to overload their schedules. Be aware, though, of the
impact that spreading yourself too thin can have on your ability to comprehend and complete class work, and on your physical and mental wellbeing.

A Final Important Note

This course is not intended to make you comfortable. If it causes you to question your opinions, or at times make you angry, defensive, or even confused about your values or beliefs, then the course has done its job. Schools and Society is not an easy course. It will insist that you look at inequities and injustices; many that have been instituted by your race if you are White, or your class if you are middle or higher. If you adhere to a particular religion, it will challenge you to expand your views to include those of other religions. If you are insistent about a particular sexuality, it will remind you that students in your classes will diverge from your sexual values, and they must be valued equally. Expect to be provoked. In fact, remember that you have no idea about the diversity of the students in our classroom at USF. Expect that you are among people of diverse religions, sexuality, upbringings, ethnicities, and beliefs. Remember this as you make remarks in the class. Your instructor will do her best to create an environment that is safe for expressing viewpoints. We will ask you to do the same. We expect that respect to be reciprocal.

Frequently students send end of semester requests to make up work from the early months of the semester, to grade extra revisions, and to offer last-minute extra credit. These tactics will not earn you the grades you may desire. Instead, do your work on time and do it well. Don’t write drafts and papers at the last hour and expect that they will get the highest grades. If a true emergency comes up, let your instructor know right away, and present documentation. Sometimes there may be opportunities for extra credit – it all depends on what extra events are going on at the campus or in our community. Those are the only extra credit opportunities, as they are truly “extra.”

COURSE REQUIREMENTS & EVALUATIONS:

The course will be taught primarily through selected readings, multimedia presentations, observations, and in some instances, quasi-practicum opportunities in an educational program. Two important pedagogical techniques are emphasized in this course, viz. cooperative learning and scaffolding. With respect to the cooperative learning, students will be expected to engage in some group activities and will be required to communicate regularly to discuss the written assignments as well as to discuss the information derived from library reading as well as lectures and other presentations, and other assigned class activities. Scaffolding, which is a highly effective teaching strategy will be employed to foster student’s development. This support structure will not only help you to improve your writing skills but also your development as a critical thinker.

In addition, the course instructor will communicate with the group and each student will have an opportunity to raise issues that s/he would like to have discussed in greater detail. Nevertheless, the responsibility for presenting the required written assignments is solely that of each individual student and not the group to which s/he is assigned. It
is not the responsibility of fellow group members to ensure participation of any individual group member. Any individual not fully participating in the group will be penalized for such behaviors.

It is expected that at this stage, students should demonstrate competency in writing. Please note that this course requires a significant amount of Academic Writing. Students requiring assistance with this skill should consult the Writing Center. Please adjust your schedule accordingly to accommodate such help as assignments are expected on their due date. Late Assignments will ONLY be accepted in extenuating circumstances such as a death in the family or illness accompanied with a doctor’s note. In addition to the doctor’s note students must show evidence that they have started to work on the assignment. One can not expect to submit a doctor’s note showing that they presented to the doctor’s office the same day that the assignment is due with no evidence of starting the assignment. Assistance from the Writing Center will not be an acceptable excuse for late assignments.

ASSIGNMENTS

You will be provided a separate document titled “Assignment Guidelines” for responding to each assignment. Please note that the guideline provides a scaffolding approach to teaching and learning. Please take the time to respond to each bullet point step by step. Missing bullet points can severely affect your grade. I will also reiterate that none of the assignments for this course can be completed the night before class. Hence, it will be prudent that you give yourself adequate time to complete each requirement. Pace yourself accordingly.

Late Assignments will ONLY be accepted in extenuating circumstances such as a death in the family or illness/sickness accompanied with a doctor’s note.

Reading assignments:

The required articles that will be used for your Critical Analysis of Articles assignment are research-based articles which will accompany your Worksheets. Please read the articles critically and respond to every bullet point. At the upper undergraduate course level, students are expected to analyze what they read and to come to class prepared to discuss and respond to the readings. As they accumulate over the weeks, think about ways in which the assignments complement and contrast with readings from other classes. When you do not know terms or events mentioned in the readings, look them up! This will make you an active learner and make the course more valuable to you.

You should also keep track of the articles that you have read because you might be able to use them to support your work for other assignments, particularly the Worksheets that you will be given.

Writing assignments:
This is a writing intensive course. A scholarly approach must be employed to complete ALL your assignments. Please note that responding to a question with two or three sentences will likely affect your grade. Your writing must be supported by scholarly literature as this constitutes Academic Writing. This means that scholarly references must be noted throughout your work and you must include those references (a minimum of three (3) for each assignment unless noted otherwise) on a reference page. Newspaper articles, Wikipedia, Wiki, Answers.com etc are NOT scholarly references and are NOT ACCEPTABLE. Please consult the librarian for help with locating scholarly articles.

I urge you to utilize the Writing Center that USFSM provides. It will also be in your best interest particularly at the start of the course, to seek help from the librarian to assist you in finding the correct RESEARCH BASED article(s) to complete your work. Selecting an opinionated article or a piece from the newspaper (We will not use any material from the newspaper unless you are specifically instructed to do so.) will NOT help you to complete the Critical Analysis portion of the assignment. Visit the Information Commons to learn about their services.

Unfortunately, many students have not been adequately prepared for upper level undergraduate writing assignments at other colleges. If you are among the many who have never been asked to write a research paper prior to a junior/senior level university course, it is not your fault. However, this is certainly a reasonable expectation for students in an upper-level undergraduate university course. This syllabus includes brief lessons in basic writing skills as well as conducting research and using APA style, which is the appropriate style to learn for any social sciences course; MLA is strictly used for English and some other arts disciplines. If professors at a previous institution have demanded MLA for social science courses, sadly, they have not done you any favors. If you are having difficulties beyond what time is devoted to writing in class, make an appointment with the Writing Center on paper development/organization/etc., and/or meet with our librarians on finding sources.

Criteria for written assignments:

When asked to analyze or evaluate, be specific. Also, remember that a summary is not an analysis. If you are not sure of the difference, check a good book on writing styles or talk with your instructor.

"A" papers make solid associations between ideas and experiences. They offer insight into the concepts being explored. They offer new ideas or new perspectives on old idea. It is assumed and expected that your papers will:

- Demonstrate a command of grammar and mechanics.
- Include a thesis, well-developed paragraphs, and smooth coherence as you move from one idea to the next.
- Substantiate your ideas with examples.
• Be handed in only after careful proofreading and with errors cleanly corrected on the final copy.

In addition, pay close attention to the articles that you are reading. The writing style that you will notice is congruent with APA standards and I would recommend that you try to model that style.

**Format for Papers**

Typed, double-spaced, 12 point Times Roman font, left-hand alignment (NOT justified, please!), carefully proofread. Our advice: do not write the paper the night before it is due. You will not have time to do the most important element of writing, which is editing and proofreading, and it will show.

**Class Participation**

This syllabus explains the written and oral assignments for the class. Additionally, of course, you are expected to participate in Canvas discussions, as this demonstrates not only respect for your instructor, but also for your classmates who will contribute valuable information to discussions.

Lively classroom discussions in which all students participate based on the weekly readings are welcome! Often there are students who dominate the conversation; if you are one, please monitor yourself. Everyone is encouraged to speak; we learn best when we hear a diversity of opinions. If you disagree with a reading or class conversation, speak up! Contrasting opinions create more interesting discussions. We all have the tendency to express opinions based on our own personal experiences or those of our children. **While personal experiences are valuable, we encourage comments based on class readings and empirical studies.**

**Details on Assignments**

**Written assignments:**

There are four major written assignments required for successfully completing this course, *viz*.,

(A) A detailed critique of an assigned book (Group Project)

(B) A critical analysis of a multimedia piece/quasi practicum.

(C) Critical analysis of research based articles drawn from each of the rubrics referred to in more detailed description of this activity will be found in your Assignment Guidelines Document.
(E) Worksheets that will seek to provide an opportunity for providing reflections on the lectures.

Total Possible points for each written assignment: 100

GRADING:

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NOTE: You are responsible for being aware of all of the information found on this syllabus. While instructors welcome emails about specific issues on assignments or issues that come up, we expect that you will not email for information that you could find here or on Canvas.

This syllabus may be modified during the course of the semester. If it is, the changes will be published via Canvas announcement, USF email, or both.

Late Assignments will ONLY be accepted in extenuating circumstances such as a death in the family or illness accompanied with doctor’s note. Please note that proof will be required. However, with regards to the doctor’s note, you must be able to show evidence that you have begun working on the assignment. This is due in part to the fact that no assignment for this course can be done with any quality the night before it is due!

Pages 10 through 13 applies to Education Majors only!
The following information applies to Education Majors ONLY:

EDF 3604: Course Critical Task
University of South Florida Sarasota-Manatee

Standards Assessed:

FEAPS 2010:
(a) 2 d: Respects students’ cultural linguistic and family background
(a) 2 f: Maintains a climate of openness, inquiry, fairness and support
(b) 2: Ethics
FL ESOL 2010:
1.1: Culture as a Factor in ELL’s Learning
COE Unit Standards:
  1. Demonstrates an understanding that education takes place within interdependent contexts
  2. Understands the learner holistically
  3. Uses data and scholarship to inform educational practice
  4. Demonstrates the knowledge, skills, and dispositions necessary to be an effective educator
   Diversity (NCATE 4a)

BOG:
Critical Thinking; Communication

Brief Description:
Candidates choose a topic in educational studies. Provided topic possibilities lend themselves to discussions in the required areas of differing perspectives, diversity (and/or communications, learning environment), bureaucracy, and ethics; and for which there are plenty of material in academic journals. Possible topics include Immigrant Students, Students with Special Needs (or a particular special need), High Stakes Testing, School Violence, Use of Popular Media in Teaching, Multicultural or Multilingual Education, Commercialism in Schools, Home Schooling/Virtual Schools/Charter Schools, Gender Issues.
Notation: The description might not contain the full details of the assignment. It contains the elements that are measured in order to assess candidate progress and proficiency toward standards set by the Florida Department of Education, the Council for the Accreditation of Educator Preparation (formally NCATE), professional organizations, the Board of Governors, and the University of South Florida Sarasota-Manatee College of Education. Refer to the syllabus and the instructor for complete details.

Additional Assignment for Education Majors:

Presentation on Individual Philosophy of Schooling

This piece is intended to be an individual, personal, and reflective effort specifically designed to initiate the process of clarification of your thoughts and position on education and, ostensibly, give impetus to such activities occurring throughout the rest of your professional life. The pragmatic value of such efforts will undoubtedly become more evident as you seek to begin your career especially in the ever-increasing competitive environment. In addition, this piece may be developed over the years in your preparation for final submission as part of your Professional Portfolio. This is your piece. Consequently, while the course instructor will provide some critique of your efforts, such critique will be more of an attempt to cause you to clarify your thoughts rather than lead you to particular ideological positions. This piece should not be more than 3-5 pages and should contain the following:

- A reflection of your philosophy about schooling and what impact you think it had on your career decision.
- At least two philosophers of education that might have been the grounding for the type of schooling you received.
- At least two experiences that you had in school that would cause you to believe that these philosopher’s belief undergirded the practices within the school you attended.
- When you enter your profession you will likely be working with others who would have had a different type of education, how will you prepare to deal with the differences that might affect work quality in either a positive or negative way?

I expect to see the following aspects clearly present:

- Two/three clearly stated issues in schooling/education that are of primary concern to you personally/professionally.
• Documented support from the literature of philosophers/philosophy, which undergird your focal issues.
• A clear response to the fourth bullet point.
• A list of references used in the piece with a minimum of four supporting sources
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<th>Critical Thinking</th>
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<th>Level 3 Meets Standard</th>
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<td>Critical Analysis of Differing Perspectives: The paper identifies the underlying assumptions about the purpose and goals of schooling in the different arguments and perspectives about the topic. BOG: Critical Thinking; COE 1; Dispositions and Diversity; ESOL 1.1; NCATE 4a</td>
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| critical Analysis of Bureaucracy: The paper critically analyzes how the bureaucratic contexts of schools affect and address the research question. BOG: Critical Thinking; COE 1; ESOL 1.1; | | | | | | |

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<th>Diversity</th>
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<td>Diversity: The paper identifies racial, ethnic, cultural, gender, social class, language and/or other diversity issues related to the topic and places them</td>
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within broader educational, social and historical contexts. | COE Unit 1, 2; Diversity; FEAPS (a) 2 d; ESOL 1.1; NCATE 4a

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**Ethical Analysis:** Students analyze key ethical issues relating to the research topic and relate issues to the Florida Code of Ethics. **BOG Critical Thinking; FEAPs (b) 2**

**Ethical Application:** Students apply ethical issues to a broader theoretical or social context. **COE 1, 4; Dispositions; FEAPs (a) 2 f; (b) 2; ESOL 1.1**

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Research: The paper identifies course readings and other materials (including peer-reviewed articles) relevant to the sections in the paper. **BOG: communication; COE 3**

Writing Proficiency: Student demonstrates a university level competency with regard to communication in academic writing: spelling, sentence structure, paragraphing, organization, punctuation/mechanics, and grammar. **BOG: communication; COE 4**