

RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar

Education Today: Exploring a Career as a Teacher

Course Information

INTD 101-10, *Education Today*, 4 Credits
Prerequisites and/or Co-requisites: None
Fall, 2022
Tues/Fri: 9:55- a.m. -11:25 p.m.
Room - B-218

Instructor Information

Ms. Gina McCormack
Office: B 122-123
Office Hours: By appointment
mmccorm4@ramapo.edu

Common FYS Description

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College's academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo's academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, and information literacy. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description

This first year seminar course is designed for students interested in pursuing careers as educators. The course will explore the many facets of the road to becoming a teacher. We will examine what makes a great teacher, the characteristics of great teachers, and the ways that great teachers help students succeed. Students will explore the unparalleled rewards of becoming a teacher as well as the many challenges that teachers face. This course will utilize specially selected readings to assist in class discussions on education-related issues. Guest lectures by specialists in a wide variety of educational fields will give students insights into the life of a teacher. We will use an array of technologies and other resources to expand our definitions of the 21st century classroom. This course will also demonstrate the need for educators to be capable of researching, writing

about, and presenting critical issues in education. In this way we introduce the qualities, dispositions, and practices of highly successful teachers.

Course Goals

Students will learn the fundamental aspects of becoming a teacher, including state and program requirements, certification processes, and career opportunities.

Students will discover the characteristics and dispositions of highly successful teachers.

Students will explore the rewards and challenges of becoming a teacher, including issues related to human development, culture, and society.

Measurable Student Learning Outcomes

Objective	Outcome	Information Literacy Session	Oral Presentation	Peer Curriculum	Research Paper or Project
1 Develop the skills necessary to locate, evaluate, and employ information effectively.	1. Locate Information Effectively.	X			X
2 Speak effectively in scholarly and creative contexts.	1. Deliver a central message that is easy to identify, vivid, and memorable.		X		
	2. Use appropriate language for the subject and the audience.		X		
	3. Deliver oral communications in an engaging manner.		X		
3 Use technology to communicate, manage, or solve problems	1. Use technology to communicate information.		X		
	2. Use technology to manage information.	X			
4 Understand diverse communities on local, national, and/or global levels	1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.				X
5 Participate in an engaged, experiential activity that connects course material to real world settings	1. Critically reflect on the experiential activity and articulate your conclusions			X	

6. Explore the qualities of great teachers.	1. Interview teachers and students about the qualities of success.		X		X
	2. Explore books and research about highly successful teachers.		X		X
	3. Participate in reflective discussions about readings and experiences.				X
7. Understand how to become a teacher.	1. Demonstrate understanding of state requirements.				X
	2. Demonstrate understanding of program requirements.				X
	3. Demonstrate understanding of career opportunities.		X	X	X
Recognize the rewards and challenges of teaching	1. Demonstrate understanding of the issues that impact a teacher's career.		X	X	X

Peer Facilitators

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Student Success who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for an advisement session or provide a group advisement

session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students will be scheduled for individual appointments with their Student Success Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: success@ramapo.edu

Texts, Readings, Materials

Ahmed, S. K.. *Being the Change: Lessons and Strategies to Teach Social Comprehension*. Heinemann, 2018. ISBN : 9780325099705

Grann, David. *Killers of the Flower Moon: The Osage Murders and the Birth of the FBI*. Doubleday, 2017. ISBN: 978-0-307-74248-3

Hacker, Diana, and Nancy Sommers. *Rules for Writers with 2020 APA Update*. 9th ed. Bedford/St. Martin's, 2020. ISBN: 978-1-319-36130-3.

Whitaker, T. *What Great Teachers Do Differently: Nineteen Things That Matter Most*. Routledge Taylor & Francis Group, 2020. ISBN 9780367344641

PLEASE BRING A NOTEBOOK SPECIFICALLY DEDICATED TO THIS COURSE!

Course Requirements

All assignments must be completed by the due date.

- Current Event Presentation 10%
- Think Like a Teacher Essay: 20%
- “Examination of a Current Issue in Education” Research Paper: 20%
- “Examination of a Current Issue in Education” Oral Presentation: 10%
- Reading Reflections 10%
- What Great Teachers Do Differently - Five Critical Areas (in-class essay) - 10%
- Attendance and Class Participation: 20%

Weekly Class Schedule

Date	Class topic, reading assignment	Outside of Class Assignment
Week 1 Friday Sept. 2	Introductions Review of syllabus Establishing learning community norms. Guided writing experience - responding to prompts regarding your educational experience. How do our experiences and identities	Reflective writing: What is your “why?” How did your upbringing and educational experiences shape you to envision the educator you want to be?

	<p>influence the ways in which we approach learning?</p> <p>Discussion of themes presented in <i>Killers of the Flower Moon</i>.</p> <p>View documentary from the Oklahoma Educational Television Authority (OETA) <i>Back in Time: Osage Murders—The Reign of Terror</i> https://www.youtube.com/watch?v=3imh-FnfF8o</p>	Due Tuesday, 9/6
Week 2 Tuesday Sept. 6	<p>Peer Facilitators Workshop</p> <p>Instructor modeling of current news analysis of an educational topic.</p> <p>Scavenger Hunt through <i>Rules for Writers</i></p> <p>Examination of theme - Which are presented in <i>Killers of the Flower Moon</i>?</p> <p>Think Like a Teacher - Introduction of essay/project.</p>	<p>Sign up for a date to present on an educational current issue.</p> <p>Read <i>Being the Change</i> - pages 1-29</p>
Week 2 Friday Sept. 9	<p>Student Presentation of current news analysis of an educational topic.</p> <p>Introduction to <u>Being the Change</u> by Sara K. Ahmed Exploring Identities</p>	<p>Read <i>Being the Change</i> - pages 30-40</p> <p>Submit - Reflective writing - At first I thought... Now I think.....</p>
Week 3 Tuesday Sept. 13	<p>Peer Facilitators Workshop.</p> <p>Discussion of readings <u>Being the Change</u> by Sara K. Ahmed Listening with Love</p>	Read <i>Being the Change</i> - pages 41-74
Week 3 Friday, Sept. 16	<p>Peer Facilitators Workshop - 1 hour</p> <p>Discussion of readings <u>Being the Change</u> by Sara K. Ahmed</p>	<p>Read <i>Being the Change</i> - pages 75-98</p> <p>Submit - Reflective writing - At</p>

	Being Candid	first I thought... Now I think.....
Week 4 Tuesday Sept. 20	Student Presentation of current news analysis of an educational topic. Discussion of readings <u>Being the Change</u> by Sara K. Ahmed Becoming Better Informed -	Read <i>Being the Change</i> - pages 99-125
Week 4 Friday Sept. 23	Information Literacy Seminar (in the library) Presented by – Ms. Elizabeth Siecke, Librarian	Submit - Reflective writing - At first I thought... Now I think.....
Week 5 Tuesday Sept. 27	Peer Facilitators Workshop Discussion of readings <u>Being the Change</u> by Sara K. Ahmed Finding Humanity in Ourselves and Others	Read <i>Being the Change</i> - pages 126-135
Week 5 Friday Sept. 30	Student Presentation of current news analysis of an educational topic. Discussion of readings <u>Being the Change</u> by Sara K. Ahmed Facing Crisis Together	Submit - Reflective writing - At first I thought... Now I think.....
Week 6 Tuesday Oct. 4	Peer Facilitators Workshop - 1 hour Introduction to <u>What Great Teachers Do Differently?</u> Todd Whitaker Begin to evaluate the top five elements that you believe matter most and explain why.	Think Like a Teacher Essay due. <i>What Great Teachers Do Differently</i> - Read pp. 1-16
Week 6 Friday Oct. 7	Student Presentation of current news analysis of an educational topic. Discussion of readings	<i>What Great Teachers Do Differently</i> - Read pp. 17-29 Note taking for evaluation of the 5 most critical elements.
Week 7 Tuesday Oct. 11	Peer Facilitators Workshop Student Presentation of current news analysis of an educational topic. Discussion of readings	<i>What Great Teachers Do Differently</i> - Read pp. 30-46 Note taking for evaluation of the 5 most critical elements.

Week 7 Friday Oct. 14	Student Presentation of current news analysis of an educational topic. Discussion of readings	<i>What Great Teachers Do Differently</i> - Read pp. 47-68 Note taking for evaluation of the 5 most critical elements.
Week 8 Tuesday Oct. 18	Peer Facilitators Workshop Student Presentation of current news analysis of an educational topic. Discussion of readings	<i>What Great Teachers Do Differently</i> - Read pp. 69-91 Note taking for evaluation of the 5 most critical elements.
Week 8 Friday Oct. 21	Student Presentation of current news analysis of an educational topic. Discussion of readings	<i>What Great Teachers Do Differently</i> - Read pp. 92-109 Note taking for evaluation of the 5 most critical elements.
Week 9 Tuesday Oct. 25	Peer Facilitators Workshop Student Presentation of current news analysis of an educational topic. Discussion of readings	<i>What Great Teachers Do Differently</i> - Read pp. 110-126 Note taking for evaluation of the 5 most critical elements.
Week 9 Friday Oct. 28	Student Presentation of current news analysis of an educational topic. In class writing assignment - which five elements presented in <i>What Great Teachers Do Differently</i> matter most and why. To be completed in class and submitted.	
Week 10 Tuesday Nov. 1	Peer Facilitators Workshop - 1 hour Introduction of the research paper and discussion. Collecting topics - brainstorming. Initial note taking.	Brainstorming - note taking of proposed topic and thesis.
Week 10 Friday Nov. 4	Student presentation of current news analysis of an educational topic. Guest Speaker - Mr. Peter Kramer, elements of authentic research writing. Student Presentation of current news analysis of an educational topic.	Continue research to support the research thesis.

Week 11 Tuesday Nov. 8	Peer Facilitators Workshop Instructor and peer conferring on thesis and research sources.	Continue research to support the research thesis. Begin draft.
Week 11 Friday Nov. 11	Student presentation of current news analysis of an educational topic. Instructor and peer conferring on research drafts.	Continue drafting/researching paper.
Week 12 Tuesday Nov. 15	Peer Facilitators Workshop - 1 hour Differentiated writing mini-lessons targeted to student needs.	Continue drafting/researching paper.
Week 12 Friday Nov. 18	Student presentation of current news analysis of an educational topic. Differentiated writing mini-lessons targeted to student needs. Instructor and peer conferring on research drafts.	Revising and editing paper.
Week 13 Tuesday Nov. 22	Peer Facilitators Workshop Visit from Teacher Education Faculty	
Week 13 Friday Nov. 25	No Class - Thanksgiving Break	
Week 14 Tuesday Nov. 29	Peer Facilitators Workshop Visit from Teacher Education Faculty	Final paper due
Week 14 Friday Dec. 2	Student presentation of current news analysis of an educational topic. Introduction of Oral Presentations – Identifying targeted audiences.	Completion of oral presentations:
Week 15 Tuesday Dec. 6	Peer Facilitators Workshop Student presentations. Peer feedback	Completion of oral presentations

Week 15 Friday Dec. 9	Student presentations. Peer feedback	Completion of contributions to oral presentations: <i>Examining Educational Challenges Facing Education</i>
Week 16 Tuesday Dec. 13	Peer Facilitators Workshop Student presentations. Peer feedback	
Week 16 Friday Dec. 16	Student presentations.	
Tuesday Dec. 20	Peer Facilitators Workshop Oral Presentations – <i>Examining Educational Challenges Facing Education</i> (if necessary)	Course Reflection Due

Important DatesFirst Day of Classes: August 31stLast day for Class Adjustments (on the Web): September 6thLast day to withdraw from courses with “W” grade: November 18thThanksgiving Recess: Nov 23rd – 27thFinal Exam Week: December 14th – 20thLast day to request “I” grades: December 20thFinal Exam Snow Make-Up Day: December 21st

○ Classroom Attendance and Participation

Attendance: You are expected to be at every class session. Any unexcused absence will be -1 point against your participation grade. Two late entries or early exits to class equal one absence. Students who are absent for a project presentation must provide a valid medical note in order to schedule a make-up for that presentation. College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to a religious observance.

Participation: Your participation in the class discussion is very important. You must be well-versed in the discussion topic by completing your readings before class. In class you must respond to the questions that are posed and react to the things that your peers are saying. You will also need to include observations from your own experiences as you speak about high quality teaching and what that entails. In this class, you will be expected to think like a teacher.

● Contingency Plan for Remote Learning

While the intention is that this class will meet in person throughout the semester, the possibility exists that the situation with the COVID-19 pandemic may necessitate a move to remote learning for a period of time. While this is not expected to occur, in an abundance of caution the following contingency plan for remote learning is in place:

- Sessions will be held via Webex at the scheduled class times

The Instructional Design Center is available with resources including workshops, training, and resources here: <https://www.ramapo.edu/idc/>.

Please see these College-wide policies:

<https://www.ramapo.edu/fa/arc/college-wide-policies-courses/>

○ Writing Assignments

Think Like a Teacher: Essay on Teaching

You are a high school English teacher, and your department has chosen *Killers of the Flower Moon* as a required book for the students to read. Write a 5-7 page paper (double-spaced, one-inch margins) that addresses the following:

- What are the themes in the book that you want your students to understand? Describe each of those themes using evidence from the text.
- What does the research say about teaching these themes? Use scholarly research to identify methods, strategies, and ideas for teaching these themes.
- How will you teach the text? Develop some creative ideas for how you would engage students in the text and foster critical thinking about the themes.

Write your paper in MLA format including a Works Cited page.

“What Makes a Great Teacher?” Research Paper

This assignment synthesizes what you have learned throughout the semester along with additional research and interviews to identify: “What Makes a Great Teacher?” This assignment draws upon the following required data sources:

- At least one interview with a K-12 teacher
- At least two interviews with K-12 students
- Information from class readings
- Research from scholarly publications
- Reflections on your own personal experiences

Write a 10-12 page paper (double-spaced, one-inch margins) that uses your analysis of the data sources above to explore the qualities and dispositions of highly successful teachers. Write your paper in MLA format including a Works Cited page. You will be given the opportunity to edit and revise this paper to receive a final grade.

Oral Presentation

“What Makes a Great Teacher?” Oral Presentation

Conduct an 8-10 minute oral presentation that covers what you learned from your investigation into “What Makes a Great Teacher?” The presentation should include the following:

- Overview of what makes a great teacher
- Supporting examples from your interviews, research, and personal experiences
- Any video clips from your interviews
- A “Great Teacher” profile
- Dynamic presentation display via Power Point, Prezi, or another presentation platform
- Some ideas for how this knowledge will impact you as a teacher

Presentation on an Educational Current Event

Students will be assigned a date on which to present a news story/current event related to education and lead a discussion with the class.

Reading Reflections

There will be weekly writing reflections assigned for each week’s reading.

General Education Program Course

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

This course fulfills the FYS Interdisciplinary Studies category. In the pursuit of exploring teaching, the course covers numerous other areas including literature, cultural studies, technology, and human development.

Writing Intensive Course

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my feedback into your future work. For help outside the classroom, please reach out to me and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu.

Grading Policy

All assignments will be graded on an A-F scale (see grading rubrics at the end of the syllabus). Late submissions of assignments will receive a penalty of -3 points per day with a maximum of three days lateness. Make-up assignments will only be allowed for verifiable reasons. Any unexcused failure to submit an assignment will result in a failure for that assignment.

The following criteria should be used as a general guide to the assignment of grades:

GRADE A: Grades in this band are awarded only to exceptional pieces of work that show a comprehensive understanding of concepts and issues. Students who demonstrate that they have extensively researched a subject and developed a clear analytical structure receive an (A-); students who have analyzed a piece of work comprehensively and conducted the appropriate research to substantiate their argument and present a perfectly structured piece of work receive an (A).

GRADE B: Applies to work that goes beyond the presentation of work that is adequate and shows evidence of critical thinking and independent research. Work of good quality is usually awarded a grade of (B-); good quality, presentation and thoroughness receives a grade of (B). If the student shows significant indication of independent, critical and analytical thought, a grade of (B+) is awarded.

GRADE C: Is used for work that has just achieved the passing standard. It is used for work which is basically competent (C-), which is competent and contains the most basic informational content required (C) and also contains some evidence that the requirements of the assignment have been attended to in some fundamental fashion (C+).

GRADE D: Applies to unsatisfactory, very low quality, or extremely weak work. This grade band is used for work that is badly presented, clearly done in a hurry, or done without awareness of the requirements of the assessment.

GRADE F: Applies to non-submission of work, non-negotiated late work, work that is illegible,

chaotic work that does not address the requirements of the assignment, or work submitted for another class or work that is plagiarized.

Course Grading Scale:

A: 100-93
A-: 92-90
B+: 89-88
B: 87-83
B-: 82-80
C+: 79-78
C: 77-73
C-: 72-70
D: 69-60
F: 59 or below

Electronic Forms of Communication

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Students with Disabilities

If you need course adaptations or accommodations because of a documented disability, please contact me as soon as possible. Please note that you must be registered with the Office of Specialized Services. Your privacy will be respected, and I will work with you to ensure that conditions for learning are optimized for you.

Policy on Academic Integrity

Students are expected to read and understand Ramapo College's Academic Integrity Policy, which can be found online in the College Catalog:

Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a 'responsible' finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

Procedures

The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the Academic Integrity Policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

Criteria

There are four (4) broad forms of academic dishonesty:

1. Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- o copying from another student's work;
- o allowing another student to copy his/her work;
- o using unauthorized materials such as a textbook, notebook, or electronic devices during an examination;
- o using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- o collaborating with another person during an examination by giving or receiving information without authorization from the instructor;
- o taking a test for another person or asking or allowing another to take the student's own test.

2. Plagiarism

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote or endnote references; additionally, verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- o whenever he or she quotes another person's words directly;
- o whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
- o whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
- o whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the George T. Potter Library Website: [Library Website: Citation Manuals and Style Guides](#)

3. Academic Misconduct

Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- o changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
- o stealing, buying, selling, giving away, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or College office or building for the purpose of obtaining an unadministered test;
- o submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- o disregarding policies governing the use of human subjects or animals in research;
- o sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment;
- o knowingly facilitating a violation of the academic integrity policy by another person.

4. Fabrication

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- o citing information not taken from the source indicated;
- o citing of sources in a "works cited" that were not used in that project;
- o altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
- o submitting as one's own any academic work prepared in whole or in part by others, including the use of another's identity;

- o falsifying information or signatures on registration, withdrawal, or other academic forms and records.

Reporting Violations

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College's academic integrity policy can be found here:

<http://www.ramapo.edu/catalog-2015-2016/academic-policies/>

A Note on Sexual Misconduct

Ramapo College is committed to fostering a safe, productive learning environment. Title IX of the U.S. Education Amendments of 1972 ("Title IX") is a federal civil rights law that prohibits discrimination on the basis of sex and gender in education programs and activities. Title IX and our college policy prohibit sexual misconduct, including sexual harassment, domestic and dating violence, sexual assault, and stalking. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 (during business hours) or call the Public Safety Department at 201-684-6666 to request an Emergency On Call Counselor (during nights and weekends). If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact Kat McGee, the College's Director of Title IX at [201-684-7220](tel:201-684-7220) or kmcgee@ramapo.edu.

As a faculty member, I am required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Director with relevant details such as the names of those involved in the incident.

To learn more about your rights and resources please visit: www.ramapo.edu/titleix"

Written Paper Rubric

Category	5 Excellent	4 Very Good	3 Good	2 Needs Improvement	1 Very Low Quality
Organization	Information is very organized with well-constructed paragraphs or scenes, use of headings, and information is factual and correct.	Information is organized with well-constructed paragraphs or scenes, and information is factual and correct.	Information is organized but paragraphs or scenes are not well-constructed; information is factual.	The information appears to be disorganized; information is suspect to being correct and factual.	Information is not only disorganized but inaccurate.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides some supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little to do with the main topic.	Information has nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	Far too many errors for a pre-service teacher.
References	To a great degree, the references are high quality, relate to the subject, and are appropriately cited in MLA format.	To a sufficient degree, the references are high quality, relate to the subject, and are appropriately cited in MLA format.	To some degree, the references are high quality, relate to the subject, and are appropriately cited in MLA format.	To a little degree, the references are high quality, relate to the subject, and are appropriately cited in MLA format.	To no degree, the references are high quality, relate to the subject, and are appropriately cited in MLA format.

Grading Scale: A (20-18); A- (17-16); B+ (15-14); B (13-12); B- (11); C+ (10); C (9); C- (8); D (7); F (6 and below)

Oral Presentation Rubric

Criteria	<i>Inadequate 1 Point</i>	<i>Sufficient 2 Points</i>	<i>On Target 3 Points</i>	<i>Exceptional 4 Points</i>
Strength of Material	<ul style="list-style-type: none"> • Subject and purpose are not clearly defined; • Very weak or no support of subject through use of examples, facts, and/or statistics; • Insufficient support for ideas or conclusions; • Major ideas left unclear, audience left with no new ideas. 	<ul style="list-style-type: none"> • Attempts to define purpose and subject; • Weak examples, facts, and/or statistics, which do not adequately support the subject; • Includes very thin data or evidence in support of ideas or conclusions; • Major ideas may need to be summarized or audience is left with vague idea to remember. 	<ul style="list-style-type: none"> • Has some success defining purpose and subject; • Some examples, facts, and/or statistics that support the subject; • Includes some data or evidence which supports conclusions or ideas; • May need to refine summary or final idea. 	<ul style="list-style-type: none"> • Clear purpose and subject; • Pertinent examples, facts, and/or statistics • Conclusions/ideas are supported by evidence; • Major ideas summarized and audience left with full understanding of presenter's position.
Delivery	<ul style="list-style-type: none"> • Nervous tension obvious; • No effort to make eye contact with audience; • Low volume and/or monotonous tone causes audience to disengage. 	<ul style="list-style-type: none"> • Some tension or indifference apparent; • Occasional but unsustained eye contact with audience; • Uneven volume with little or no inflection. 	<ul style="list-style-type: none"> • Quick recovery from minor mistakes; • Fairly consistent use of direct eye contact with audience; • Satisfactory variation of volume and inflection. 	<ul style="list-style-type: none"> • Relaxed, self-confident; • Builds trust and holds attention by direct eye contact with all parts of audience; • Fluctuation in volume and inflection help to maintain audience interest and emphasize key points.
Visual Presentation	<ul style="list-style-type: none"> • Very few dynamic visuals; • Too many large blocks of texts; • No videos included. 	<ul style="list-style-type: none"> • Some dynamic visuals; • Some large blocks of texts; • Some videos included. 	<ul style="list-style-type: none"> • Good dynamic visuals; • A few large blocks of texts; • Videos included. 	<ul style="list-style-type: none"> • Excellent dynamic visuals; • No large blocks of texts; • Videos included and used in a dynamic way.

Grading Scale: A (12-11): A- (10); B+ (9); B (8); B- (7); C (6); D (5); F (4 and below)