

ICSE 301: Racism and Antisemitism In Theory and Fact (Undergraduate) **College of Education Syllabus**

COURSE INFORMATION: This course offers a social and political critique, historical analysis, and contemporary examination of racism, antisemitism, and the systematic methods it imposes on people of color. More than a theory, racism is a practical application and ideological construct that shapes people's access to social, cultural, political, and monetary capital.

The course will explore and unearth the key themes, histories, definitions, and structures implanted by racism and antisemitism to oppress global societies. More important, the course will review and discuss how the agency of racism and antisemitism affect law, education, entertainment, culture, militarism, employment, and housing throughout American cultural society.

The intent of studying this course is to not only enhance an interpretative analysis of history but also offer a variety of options and solutions to counter racism, antisemitism or hegemony. Concepts of equity, social justice, and human capital investment are explored and dealt with to effectively provide strategies to manage and counteract racism and antisemitism.

A critical analysis of this course will also demonstrate how the theory of racism and antisemitism contradict America's interpretation of democracy as it relates to cultural diversity, economic empowerment, political equality, and social net worth.

Credit Hours: 3 Credits

Course Description: Study of race and culture as related to social, racist, and antisemitic theories. The focus will be on such issues as prejudice, racial superiority, and racial group interaction.

Course Prerequisites: N/A

FACULTY INFORMATION

Instructor: Sunni Ali
Office Location: 413
Office Hours: M-Th 4-6 pm.
Phone Extension: 6193
E-mail: Asunni@neiu.edu

COURSE MATERIALS:

Sunni Ali. Here's to This Flag of Mine.
Robert Wistrich. Antisemitism: The Longest Hatred.
Taneshi Coats. Between the World and Me.
Michael Omi , Howard Winant, Beverly Daniel Tatum, and Richard Wright. Social construction of Race, Ethnicity, and Diversity.

COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES

Upon successful completion of this course, you will:

1. The student will identify, deconstruct, and decode the existing socio-economic forces that influence urban structures.
 - a. Students will examine oppressive systems of hegemony past and present.
 - b. Students will identify and critically evaluate the traditional and contemporary narratives that preserve the structures and causes of racial inequities that impact the urban space.
 - c. Students will identify and critically evaluate the traditional and contemporary public policies that preserve the structures and causes of inequities that impact the urban space.
2. Students will acquire a rigorous grounding in theory and research required to analyze and understand urban space dilemmas.
 - a. Students will identify and analyze key authors and arguments in narratives that are culturally relevant to the Inner City
3. Students will identify and analyze culturally relevant models of behavior to navigate dilemmas faced in the urban space.
 - a. Students will identify the development of popular culture trends and their influence on the urban community.
 - b. Students will deconstruct and analyze media's systemic impact on urban life
4. Students will examine social movements and the role of scholar-activists in the solutions to address contemporary problems and issues in the urban space.
 - a. Students will understand activism as a means to create alternatives to systems of marginalization and oppression

Conceptual Framework:

http://www.neiu.edu/academics/college-of-education/sites/neiu.edu.academics.college-of-education/files/documents/rdwartal/COE_CF_0.pdf

STUDENT TASKS / ASSIGNMENTS / REQUIREMENTS

Requirements:

1. Each student is required to participate and discuss the historical matters and issues within small groups and in the larger group, those readings, and topics presented in class.
2. Each student is required to present solution strategies to address the dilemmas and issues impacted by historical matters, concepts, and themes.
3. Each student is required to critique, synthesize, and interpret theoretical concepts of urban space and curriculum structure as it relates to the function and existence of culture, history, identity, social organization, economic policy, and political capital.
4. Each student is required to complete a midterm project and final assessment.

Assignments:

Literary Discussions/ Course Assignments: Review of previously taught materials, textbook assignments, and group related topics will be a regular activity in small group discussions and larger group formats. (25%)

- 1. An Assignment of Chapters from a text to develop a project on racism and antisemitism at the Columbus Exposition or World Fair of 1893**

-Or-

- 2. *Seminar Forum:* Construct a workshop for an in-class conference that involves the production of a topic paper or study critiquing or supporting current issues related to racism or antisemitism. The workshop could exist as an outline for a student's final research paper. In addition, students can apply presentation displays, media, or other resources, such as a brochure, to buttress participants' engagement at the conference.**

Textbook Critiques: Answer questions from assigned reading sections to critique, analyze, and evaluate the author's perspective. These are literacy assignments distributed quarterly within the course, and **they require timely submission into d2l dropbox to receive credit, no exceptions.** (25%)

Midterm Project: A qualitative study will discuss and assess a working environment, family structure, school community, or neighborhood to discover the inner workings of race and cultural hegemony. This project-based assignment will involve completing a survey, self-observation log, and a written review of collected data to explain the way race and culture impacts aspect of a student's daily life. (25%)

-OR-

The research paper or project request students' visitation of the famed Skokie Holocaust Museum to identify a current exhibit relevant to/with the theoretical notion of antisemitism. Within the museum exist artifacts, information, and resources that speak to the ideology of the Jewish Holocaust.

Final /Historical Paper: The research paper will identify and interpret a historical theme or dilemma on contemporary racism or antisemitism. The paper is a reflection of the topics reviewed and explained during the course of the semester.

Topics may range from contemporary or important past events that shape and explain racism or antisemitism. Students are required to narrate an alternative effect or solution to resolve the issue. (25%)

Grading Scale:

90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Grading Policies and Formulae:

1. Participation and In-Class Activities: 25%
-Group Activities (Literacy Circles, group-project presentations, and Socratic Seminars)
2. Textbook Critiques: 25%
-Cornell Notes
3. Midterm Project: 25%
-Ethnographic Report
2. Final Project: 25%
-Historic Reflection Paper

Assessments:

Midterm Project:

1. A qualitative study or race interviewing a person of a different ethnicity to discover their perspectives, challenges, and issues dealing with race and racism in America. This project-based assignment will involve completing a survey, self-observation log, and a written review of collected data to explain a person's sentiments and beliefs about race and racism.

-Or-

2. The research paper or project request students' visitation of the famed Skokie Holocaust Museum to identify a current exhibit relevant to/with the theoretical notion of antisemitism. Within the museum exist artifacts, information, and resources that speak to the ideology of the Jewish Holocaust. This project allows students to identify a current exhibit to discuss its cultural significance and relationship to the course's perspectives. Students will produce a topic paper about the exhibit and discuss how their review, observation, and exploration of the exhibit buttress their understanding of antisemitism.

Final Proposal Paper: The research paper discusses a current race-related or antisemitic issue consuming society while reviewing strategies and solutions to counter the racial issue.

Technology Requirements:

1. Make use of computer technology to access D2L to retrieve course resources, information, and documents to complete academic assignments.
2. Submit course activities such as literacy assignments, Cornell notes, ethnographic report, midterm, and final electronically into D2L. Any student file submitted electronically that does not meet the requirements listed will not be graded. Please ensure that files are: appropriately named (last name-Document title), submitted in Microsoft-Office format (e.g., .docx, .xlsx, .pptx),* and submitted to the corresponding Dropbox folder.
3. Access youtube and Prezi to review course lectures, enrichment supports, and supplemental resources.
4. Connect to ERIC to download research documents supporting project-based assessments and educational assigned topics.

Course Outline:

Racism and Antisemitism in Theory and Fact Course Outline Schedule

NOTE: This is a starting point for our work together and is subject to revision, based on the needs of our learning community, of individuals, and/or other circumstances. Priority needs will be weekly topics.

DATE	KEY TOPIC(S)	WRITTEN WORK (DUE)	READINGS (DUE)
3/29	Introductions, course expectations, and review of important definitions and concepts that shape the framework of the course; Article Synopsis; Theoretical Review of Texts.	<ul style="list-style-type: none"> Literacy Discussion and Seminar Reflection of Articles Psychic Trauma Test 	<ul style="list-style-type: none"> Two Cradle Theory
3/5	Ontology and epistemology of Race; Racial Determinism	<ul style="list-style-type: none"> Cornell Notes or annotations for the Longest Hatred Reading Selections Histography: Four Exiles of the Jews/Christine European Antisemitism (The Crusades and St. Augustine's Edict) Race Test I; Antisemitism Test 1 	<ul style="list-style-type: none"> Reading Selections from <u>Antisemitism: The Longest Hatred</u> (Introduction and Chapter 1) Michael Jackson Article
3/12	Evolution of White Supremacy and Cultural Hegemony; St. Augustine and the Rise of Antisemitism in the Church	<ul style="list-style-type: none"> Cornell Notes or annotations for the Longest Hatred Reading Selections Race Test II; Antisemitism Test 2 Carousel Walking Gallery The Jewish Holocaust Introduction of In-Class Group Project II (Antisemitism and the Columbus Exposition) Literacy Working Groups 	<ul style="list-style-type: none"> Reading Selections from <u>Antisemitism: The Longest Hatred</u> Read "<u>Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color</u>"
3/19	The Social Construction of Race, Antisemitism, and Hegemony	<ul style="list-style-type: none"> Cornell Notes or annotations for Social Construction of Race pgs. 1-51 Group Lit Reflection Introduction Working Groups 	<ul style="list-style-type: none"> Reading Selection from <u>Social construction of Race, Ethnicity, and Diversity: (Sections One and Two: pages 1-51)</u>
3/26	The Social Construction of Race, Antisemitism, and Hegemony	<ul style="list-style-type: none"> Cornell Notes or annotations for Social Construction of Race pgs. 52-101 Midterm Progress Introduction: Qualitative Investigation Group Lit Reflection 	<ul style="list-style-type: none"> Reading Selection from <u>Social construction of Race, Ethnicity, and Diversity (Section Three: Pages 53-90)</u>
DATE	KEY TOPIC(S)	WRITTEN WORK (DUE)	READINGS (DUE)
10/3	The Mis-Education of the Negro and Whites	<ul style="list-style-type: none"> Cornell Notes or annotations for Here's to This Flag of Mine-Part I Group Activity: Literacy Reflection In-Class Working Groups 	<ul style="list-style-type: none"> Here's to This Flag of Mine- Part I

10/10	Mis-Education of the Negro and Whites	<ul style="list-style-type: none"> • Presentation of Working Group Assignment II (Antisemitism and the Columbus Exposition OR Seminar Forum) • Midterm Progress (Check-In) • Cornell Notes or annotations for Here's to This Flag of Mine-Part II • Group Lit Review • In-Class Working Groups 	<ul style="list-style-type: none"> • Here's to This Flag of Mine-Part II
10/17	Mis-Education of the Negro and Whites; Post W.W. II Antisemitism	<ul style="list-style-type: none"> • Presentation and Reflections of Field Observations • Group Lit Reflection 	<ul style="list-style-type: none"> • Reading Selection from Iron Cages Text Excerpt; • Tom Burrell's Brainwashed: Uglified; • Sheryll Cashin's Failures of Integration: Won't You Please Be My Neighbor. • Reading Selections from Antisemitism: The Longest Hatred (Jihadist Islam and Antisemitism)
10/24	The Political and Economic Policy Making of Race, Antisemitism, and Racism	<ul style="list-style-type: none"> • Presentation of Working Group Assignment II (Antisemitism and the Columbus Exposition OR Seminar Forum) • Midterm Progress (Check-In) • Cornell Notes or annotations for Here's to This Flag of Mine-Part II or the Longest Suffering Selections • Israel: Development and Challenges • Lit Review of Readings and Lit Discussions • Working Groups In-Class Project 	<ul style="list-style-type: none"> • Here's to This Flag of Mine-Part III; • Reading Selections from <u>Antisemitism: The Longest Hatred</u>
10/31	The Political and Economic Policy Making of Race, Antisemitism, and Racism	<ul style="list-style-type: none"> • Midterm Observation Report Due • Presentation of Working Group Assignment II (Antisemitism and the Columbus Exposition OR Seminar Forum) • Midterm Progress (Check-In) • Racial Workshops Activity/Hip-Hop & Antisemitism • Contrast and Compare Danny Kaye and Skokie-Nazi and MLK Marches in Gage Park • Working Groups of In-Class Project • Lit Circle Discussion 	
11/7	Race and Me	<ul style="list-style-type: none"> • Introduction to Final: Essay or 	

		<ul style="list-style-type: none"> Scrapbook Presentation of Working Group Assignment II (Antisemitism and the Columbus Exposition OR Seminar Forum) Midterm Progress (Check-In) Intro to Final Paper Reflection FX-Atlanta Episode (Juneteenth) Racial Workshops Activity/Hip-Hop & Antisemitism 	
11/14	Race and Me	<ul style="list-style-type: none"> Cornell Notes or annotations Due for Coats (Pgs. 1-51) Racial Workshops Activity/Hip-Hop & Antisemitism Lit Circle Discussion 	<ul style="list-style-type: none"> Taneshi Coats (Pgs. 1-51)
11/21/16	Thanksgiving Break	Thanksgiving Break	<ul style="list-style-type: none"> Thanksgiving Break
11/28	Race and Me	<ul style="list-style-type: none"> Cornell Notes Due or annotations for Coats (Pgs. 52-99) Racial Workshops Activity Lit Circle and Review Peer Review of Final Project Status 	<ul style="list-style-type: none"> Taneshi Coats (Pgs. 52-99)
12/5	Deconstructing Race	<ul style="list-style-type: none"> Cornell Notes or annotations Due for Coats (Pgs. 100-152) Racial Workshops Activity 	<ul style="list-style-type: none"> Taneshi Coats (Pgs. 100-152)
12/12	Final Reflection	<ul style="list-style-type: none"> Final Paper Reflection or Scrap Book 	

COURSE POLICIES AND STATEMENTS

Absence Policy:

Regular and engaged attendance is important. Quality of participation in class discussions and other activities will be noted and incorporated into the final grade evaluation. Students are responsible for any material covered in class, as well as any announcements, handouts, or other information, whether or not they are present. Students that miss 3 or more days are subjected to a dropped letter grade or failure in the course.

Make-up Policy: There will be no make-ups for the Midterm or Final Assessment except in extreme conditions. In order to qualify for late submission, it is imperative to contact the instructor through e-mail or in person **before the assignment's due date**. Additionally, missing assigned work from the chapter readings **will not** be **accepted** after **two weeks**. Late work is subjected to a failing or low letter grade.

Academic Integrity Policy:

REQUIRED: By enrolling in this course, you are bound by the NEIU Student Code of Conduct: <http://www.neiu.edu/university-life/student-rights-and-responsibilities/student-code-conduct>.

You will be informed by your instructor of any additional policy specific to your course regarding plagiarism, class disruptions, etc.

ADA Statement:

REQUIRED: Northeastern Illinois University (NEIU) complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. To request accommodations, students with special needs should make arrangements with the Student Disability Services (SDS) office, located on the main campus in room D104. Contact SDS via (773) 442-4595 or <http://www.neiu.edu/university-life/student-disability-services>.

Campus Safety:

Web links to Campus Safety: Emergency Procedures and Safety Information can be found on NEIUport on the MyNEIU tab or as follows:
[http://homepages.neiu.edu/~neiuemp/Emergency_Procedures/MainCampus/..](http://homepages.neiu.edu/~neiuemp/Emergency_Procedures/MainCampus/)

ADDITIONAL ELECTIVE INFORMATION

Reading the textbook chapters and the associated documents on schedule are essential. It is most effective if you complete your reading of the texts in advance of the classes for which they are scheduled to productively participate in group discussions and content review.

Academic Honesty: Written/typed reports, assignments, exams, and homework must be entirely your own. Cheating or plagiarizing is grounds for automatic failure for any assignment or for the course as a whole. When using another's words or ideas, either verbatim or paraphrased, you *must* give them proper acknowledgment. Please document your sources before submitting an assignment.

Curriculum Development Paper, Midterm and Final Assessment Policy: Course assessments are project-based assignments requiring students to make use of literacy resources, critical inquiry reflections, observations, and a review of a school or community organization's social context to complete midterm and final products.

Paper Policy:

Papers are due without exception on the stated dates: loss of a letter grade (10 points) for each class session not submitted. A "page" must be typed and numbered, double-spaced, with a 1-inch margin all the way around, and in 12-point font **abiding** by an **APA collegiate format**.

Learning Support Center

The Learning Support Center (LSC) provides peer-directed academic tutoring for individuals and groups in the following areas:

- General Education courses
- Writing

- Reading
- Math Development and college level math
- Academic Coaching

The primary emphases are promoting active learning strategies, encouraging student engagement, and providing content support. Academic support is provided to students who are seeking assistance with understanding course concepts and preparing assignments, along with developing an improved learning system for college which includes motivation, academic engagement, brain-based habits for college learning, and learning strategies for note taking, textbook reading, and test taking.

Tutors are graduate and undergraduate students who are carefully selected on the basis of their own academic achievement by faculty and given supervision, training, and support to serve as tutors, mentors, and academic coaches. Additionally, the LSC provides all NEIU students an area for learning groups and an opportunity to learn with other students. Appointments are strongly encouraged, and students are welcome to drop in to discuss their individual academic support needs.

For more information, visit the LSC website at www.neiu.edu/lsc or, to schedule an appointment with a tutor, call 773-442-4568.

Center for Academic Writing

The Center for Academic Writing (CAW) provides peer tutoring for students enrolled in the officially-designated Writing Intensive Program (WIP) courses. WIP peer tutors, who are recommended by faculty and hired and trained by CAW, are affiliated with specific WIP courses and provide discipline-specific writing support. WIP peer tutors help students of all abilities become better writers by helping them focus on every step of the writing process - from brainstorming ideas, prewriting, and outlining, to drafting, revising, and editing. Students do not need to have a completed draft to meet with a WIP peer tutor. WIP peer tutors can provide the most effective help if students come early in the assignment process and return throughout the semester.

Students should speak with their WIP course instructor and/or contact CAW for more information about WIP peer tutoring. Information is available on the web at www.neiu.edu/caw. Students can stop by CAW on the fourth floor of the Ronald Williams Library or call 773-442-4492 to make an appointment.

Course Communication

All pertinent class communications between the instructor and students is conducted exclusively through NEIU e-mail. Thus it is the responsibility of students to check their NEIU e-mail account for all significant information and updates on class cancellations in the event of threatening weather conditions. Communication between the instructor and students via personal e-mail accounts (e.g., @gmail.com or @yahoo.com) will not occur.

Incomplete Grade Policy

An Incomplete (“I”) grade is temporary and exceptional and can be given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other circumstances beyond their control. An “I” grade is not to be awarded in place of a failing grade or when the student is expected to attend additional class meetings or to re-register to complete the course requirements. Additionally, an “I” grade is not a means for the student to raise his/her grade by doing additional work.

A request for an “I” grade must be made by the student to the faculty member before the last official day of the semester or term. The faculty member retains the right to make the final decision on granting a student's request for an “I” providing the student meets the provisions above, even though the student may meet the eligibility requirements for this grade. Students have up to one semester, excluding summer, to complete the work.

It is the responsibility of the student to complete and submit the remaining coursework before the assigned deadline. The faculty member will submit a grade change converting the “I” to a letter grade by or before the last day of the semester in which the outstanding coursework is to be completed. If the student does not meet the deadline, the “I” will be converted automatically to a final grade of an “F.” Since the “I” grade is temporary, faculty may not issue a terminal “I” grade.

Upon receipt of the grade change, the Registrar Services Office will post the grade to the student’s record and recalculate the GPA. Although students have up to one semester, excluding summer, to complete the work to change the grade of Incomplete, the student’s academic standing will be reassessed only if the grade change is received by the Friday of the first full week of the semester immediately following the one in which the “I” grade was assigned. Students will not be allowed to graduate with “I” grades on their records.

Extension of an Incomplete Grade

A request to extend the assigned deadline must be put in writing to the appropriate academic dean before the assigned “I” grade becomes a failing grade. The request must provide the reason as to why a deadline extension is requested, along with including appropriate documentation (e.g. medical documentation, etc.). A letter of support from the faculty member that includes a new deadline date is also required. The Dean or his/her designate will make the appropriate decision at his/her discretion and reply in writing to the student, faculty member, and the University Registrar within 14 working days. Requests that extend beyond one calendar year from the time the incomplete grade was assigned will not be honored.

These policies apply to “I” grades given in the Fall 2016 semester or later.

Late Work

Late work is strongly discouraged. Turning in work late can impair your chances of success in the course. This late work policy applies to all graded assessments (including the final examination) in the course, with the exception of the discussion threads. Because class discussions require us all to participate during the week when they are active, no make-up or late credit will be allowed for discussion participation. I understand that unexpected things can come up, so the late-work policy for our course is outlined below.

Serious Emergencies: For serious emergencies, your instructor will decide whether your late work may be accepted for full or reduced credit. Serious emergencies include things like serious illness, accidents, natural disasters, and university server outages. E-mail your instructor the information about your emergency and request approval to make up the assignment, lab, quiz, or exam. If you receive approval, make up the work according to the plan set by you and your instructor.

All Other Unexcused Late Work: Unexcused late work includes coursework that is turned in late because of things like job-related, technical, or other personal issues. Your instructor will decide whether your late work may be accepted. Your instructor will impose a per diem late penalty of 5% of the assignment points per day, up to seven days. To request an extension on an assignment, please request approval BEFORE the final deadline.

Submission of Assignments: Students are expected to complete all assignments. Failure to submit any assignment will result in a zero on that assignment and an additional deduction of 10 points per missing assignment. If homework solutions are shared with the class, your instructor reserves the right to decline to accept late work after the sharing of the solutions, or to require that an alternative assignment is completed, if one is available. Only one unexcused, non-emergency late submission will be allowed per student per course.

REFERENCES: (This is a researched based list of texts or publications that support the framing the course.)

Bennett, L. (1993). *Before the mayflower* (6th revised edition). New York: Penguin Press

Brookin, Karen. (1998). *How Jews became White folks & What that says about race in America*. New York: Rutgers University Press.

Bloom, J. & Martin, W.E. (2013). *Black Against Empire*. Berkeley, L.A.: University of California Press.

Carroll, R. (2006). *Uncle Tom or New Negro? African Americans reflect on Booker T. Washington and up from slavery 100 years later*. New York: Broadway Books.

Carruthers, J. (1999). *Intellectual Warfare*. Chicago: Third World Press.

Cronon, E.D. & Franklin, J.H. (1960). *Black Moses: The story of Marcus Garvey and the Universal Negro Improvement Association*. Wisconsin: University of Wisconsin Press.

Douglass, F. (1995). *Narrative of Frederick Douglass*. New York: Dover Publication.

- Dubois, W.E.B. (1994). *Souls of Black folks* (3rd edition). New York: Dover
- Fatah, T. (2011). *The Jew is not my enemy: Unveiling the myths that fuel antisemitism*. New York: Signal.
- Frankl, V. (2006). *Man's search for meaning*. New York: Beacon Press.
- Garvey, A. (2013). *The philosophy and opinions of Marcus Garvey: Africa for the Africans* (2nd edition). New York: Routledge
- Greendfield, E. & Pickney, J. (1994). *Mary McLeod Bethune*. New York: Harper Collins
- Hirsh, D. (2017). *Contemporary left antisemitism* (1st Edition). New York: Routledge.
- Jacobs. J. (2017). *Jews and leftist politics: Israel, antisemitism, and gender*. U.K: Cambridge University Press.
- Jacobson, M.F. *Whiteness of a different color: European immigrants and the alchemy of race*. MA: Harvard University Press.
- Latif, N & Latif, S. (1994). *Slavery: The African American Psychic Trauma*. Chicago: Latif Communications Group Inc.
- Marble, M. (2011). *Malcolm X: A life of re-invention* (Reprint edition). New York: Penguin Books
- McAdam, D. (1990). *Freedom summer*. U.K.: Oxford University Press.
- Omi, M. & Winat, H. (1994). *Racial formation in the United States from the 1960s to the 1990s*. (2nd edition). New York: Routledge
- Shujja. M. (1994). *Too much schooling-too little education: A paradox of Black life in White societies*. New Jersey: African World Press.
- Shujja, M. (1996). *Beyond desegregation: The politics of quality in African American schooling*. Thousand Oaks, CA: Corwin Press.
- Watkins, W. (2001). *The White architects of black education: ideology and power in America, 1865-1954*. New York: Teacher College Press
- Wistrich, R. (1992). *The longest hatred* (Reprint Edition). New York: Pantheon

Project-based Learning Rubric

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> ● Is well thought out and supports the solution to the challenge or question ● Reflects application of critical thinking ● Has a clear goal that is related to the topic ● Is pulled from a variety of sources 	<ul style="list-style-type: none"> ● No spelling, grammatical, or punctuation errors ● High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ● Information is clearly focused in an organized and thoughtful manner ● Information is constructed in a logical pattern to support the solution 	<ul style="list-style-type: none"> ● The product is used to clarify and illustrate the main points ● Format enhances the content ● Presentation captures audience attention ● The presentation is organized and well laid out

	<ul style="list-style-type: none"> ● Is accurate 			
3	<ul style="list-style-type: none"> ● Is well thought out and supports the solution ● Has application of critical thinking that is apparent ● Has a clear goal that is related to the topic ● Is pulled from several sources ● Is accurate 	<ul style="list-style-type: none"> ● Few (1 to 3) spelling, grammatical, or punctuation errors ● Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ● Information supports the solution to the challenge or question 	<ul style="list-style-type: none"> ● The product is used to illustrate the main points ● The format is appropriate for the content ● Presentation captures audience attention ● The presentation is well organized
2	<ul style="list-style-type: none"> ● Supports the solution ● Has application of critical thinking that is apparent ● Has no clear goal ● Is pulled from a limited number of sources ● Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ● Minimal (3 to 5) spelling, grammatical, or punctuation errors ● Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ● The project has a focus but might stray from it at times ● Information appears to have a pattern, but the pattern is not consistently carried out in the project ● Information loosely supports the solution 	<ul style="list-style-type: none"> ● Product loosely illustrates the main points ● does not suit the content ● The presentation does not capture audience attention ● The presentation is loosely organized
1	<ul style="list-style-type: none"> ● Provides inconsistent information for a solution ● Has no apparent application of critical thinking ● Has no clear goal ● Is pulled from a few sources ● Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> ● More than 5 spelling, grammatical, or punctuation errors ● Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ● Content is unfocused and haphazard ● Information does not support the solution to the challenge or question ● Information has no apparent pattern 	<ul style="list-style-type: none"> ● The presentation appears sloppy and/or unfinished ● Multimedia is overused or underused ● The format does not enhance content ● The presentation has no clear organization

Paper Rubric

Criteria	Superior (25)	Sufficient (18.75)	Minimal (12.5)	Unacceptable (6.25)
Depth of Reflection (25% of Paper) ___/25	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and

	supported. Clear, detailed examples are provided, as applicable.	examples are provided, as applicable.	Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components (25% of Paper) ____/25	The response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	The response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure (25% of Paper) ____/25	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice (25% of Paper) ____/25	The response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	The response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are	shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

			presented, as applicable.	
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Pre-Instructional Support Inquiry

1. List/Identify (2) ways I can best support your academic goals and transition plan for this academic year? In other words, what are the (2) MAJOR things you need from to me to have a very effective year?
2. Do you have any initial questions or concerns regarding the coursework this year?
3. What kinds of things would you like to review, discuss, or indicate before the class officially gets started?

4. Is there anything you would like for me to know about you or your plans for the school year?