

## COURSE EVALUATION:

Points	Assignment
20	Class Participation
45	Responses papers
	Response Paper 1 = 15 points
	Response Paper 2 = 15 points
	Response Paper 3 = 15 points
25	Workbook Questions ( <u>The Inclusive Classroom</u> )
60	Examinations
	Mid-term Examination = 30 points
	Final Examination = 30 points
15	Group-Led Book Discussion
<u>35</u>	Service Learning & Group Presentation
<b>TOTAL</b>	<b>200</b>

## GRADING SCALE:

200 – 180 points	A
179.9 – 160 points	B
159.9 – 140 points	C
139.9 – 120 points	D
Below 119.9 points	F

## EVALUATION METHODS

**Class Participation:** Students are expected to complete reading assignments before class, bring a copy of them to class, and consistently contribute meaningfully to class discussions. Only in-class discussions and work will count toward the class participation grade. (Note: This may include pop quizzes if students' participation in class discussions is not satisfactory.) Furthermore, you must attend the entire class session in order to participate and you must stay until class is adjourned to receive credit. Consequently, attendance will be taken three times each week and .5 points will be subtracted from your final grade for each unexcused absence. Excused absences are those for which you can provide medical documentation of a serious illness on the date in question or a funeral for a member of your immediate family. In addition, for early departure from class and excessive tardiness .5 will be subtracted from your final grade.

**Response Papers:** Every other Tuesday, beginning with Week 4, questions will be distributed in class. You will have a total of 6 questions posed to you between Week 4 and Week 14; you are expected to respond to 3 of these questions. All papers should be typed and double-spaced. You will be expected to respond to each question in a 3–4 page essay. (**Note: I will not read more than 4 pages of typed material for each question.**) You should integrate course readings into your paper. If you use materials from outside of the class, a bibliography should be attached to the paper. A stapled copy of your paper should be submitted in class on the assigned due date.

**Workbook Questions (*The Inclusive Classroom*):** Workbook questions on assigned chapter readings will be posted on the EDUC 3000 website under the “Workbook Questions” link. Due dates for these assignments are on the syllabus and on the website under the “Assignments” link. The answers to questions are to be typed and submitted at the beginning of the class period on which they are due. Late assignments will not be accepted unless you have a university excuse for being absent on the due date.

**Examinations:** The *mid-term* is a take-home examination that will be distributed in class on Tuesday, Feb. 20, 2001. The examination is due in class on Thursday, March 8, 2001. This is a comprehensive examination covering all material and service experiences in the course before the week of March 6. The *final examination* is a two-part comprehensive examination covering all material and service experiences in the course between the week of March 6 and the last day of the course. Part 1 is a take home examination that will be distributed in class on Tuesday, April 17 and should be submitted in 2084 Haley Center by **4pm OF THE FIRST DAY OF FINAL EXAMINATIONS**. Part 2 of the exam will be held during exam week and includes multiple choice, matching, and short answer questions.

**Group-Led Book Discussion:** On the first day of class, you will be organized into a group and assigned a book to read. Your group should anticipate meeting a minimum of three times throughout the semester. During this time, you should critically discuss the book and the relevance of course materials to issues raised in the book.

**Service Learning and Psychosocial Issues Group Presentation:** You are required to complete thirty-hours of community-service and submit 6 reflections on these experiences (20 points). In addition, each group will prepare a 20 minute group presentation (15 points) that integrates service learning experiences and information about a selected psychosocial issue (e.g., prevalence, definition, causes, impact on students and teaching, programs, resources, laws and policies to address the issue). Groups are encouraged to be creative in the presentation of their topic (e.g., use of audio visuals, handouts). Grading of the presentation will reference the contribution each student made to preparing and delivering the presentation; peer evaluations and instructor evaluation.

Psychosocial Issues Topics

Family Violence & Child Abuse  
School Violence  
Homelessness  
Substance Abuse  
Depression and Suicide  
Eating Disorders

Group Presentation Dates

April 19  
April 19  
April 26  
April 26  
May 1  
May 1