

Spring 2020
TESL Practicum
English 471/471G
Cherry Hall 4

Course description: Observation and instruction in public schools or other appropriate settings. Students are responsible for arranging their own transportation to designated or assigned sites.

Please note that there are two groups of learners in this classroom: (1) those who are studying to be ESL teachers in public school; (2) those who are intending to work with adults (i.e. MA-English students/TESOL Graduate Certificate students/minors). Thus, be aware of what materials/assignments pertain to you and which ones do not.

Expected Learning Outcomes:

- Students will complete 30 hours of ESL classroom observation/teaching in a designated setting. These 30 hours should be spread out during a period of no shorter than one month. For those completing the ESL endorsement, they will do this in a public school setting. During these 30 hours, students will apply theories and methods of second language acquisition, practice integrating state/national learning standards in the classroom, assess students' performance, and receive professional feedback and evaluation.
- Students will also investigate areas relevant to the classroom such as parental involvement, working with mainstream teachers, professional development, language proficiency assessment, technology, culture, and legislation—areas all relevant for their experience in the classroom.

Kentucky Teacher Performance Standards (KTPS)		
	ENG-471G	Key Assessments
Standard 1. Learner development Indicators a-k	X	Portfolio
Standard 2. Learning differences Indicators a-o	X	Portfolio
Standard 3. Learning environments Indicators a-r	X	Portfolio, Dispositions
Standard 4. Content knowledge Indicators a-r	X	Portfolio, Research Paper Revision
Standard 5. Application of content Indicators a-s	X	Portfolio
Standard 6. Assessment Indicators a-v	X	Portfolio
Standard 7. Planning for instruction Indicators a-q	X	Portfolio
Standard 8. Instructional strategies Indicators a-s	X	Portfolio
Standard 9. Professional learning and ethical practice Indicators a-o	X	Portfolio; Dispositions
Standard 10. Leadership and collaboration Indicators a-t	X	Portfolio

TESOL P-K-12 Teacher Preparation Standards		
	ENG-471G	Key Assessments
STANDARD 1: KNOWLEDGE ABOUT LANGUAGE Indicator a-d	X	Portfolio; Research paper
STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT Indicator a-e	X	Portfolio
STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION Indicator a-e	X	Portfolio; Dispositions
STANDARD 4: ASSESSMENT AND EVALUATION Indicator a-d	X	Portfolio
STANDARD 5: PROFESSIONALISM AND LEADERSHIP Indicator a-d	X	Portfolio

Course texts for public school teachers (Endorsement Students)

Gottlieb, M. (2006). *PreK-12 English language proficiency standards*. Washington, DC: TESOL.

Additional readings are required. You can find them on Blackboard. They are separated for each group. However, some readings are common to both groups. Also, you will need your textbooks from all of the other courses for references and for use in the portfolio.

For Endorsement Students

- Ariza, E. (2002). Cultural considerations: Immigrant parent involvement. *Kappa Delta Pi Record*.
- Casserly, M. (2014). *A framework for raising expectations and instructional rigor for English language learners*. Council of the Great City School.
- Center for Victims of Torture (2015). *Reclaiming hope, dignity, and respect*.
- Delgado-Gaitan, C. (2000). Sociocultural change through literacy: Toward the empowerment of families. In J. Tinajero & R. DeVillar (Eds.), *The power of two languages* (pp. 346-362). New York: McGraw-Hill.
- Hakuta, K., & Jacks, L. (2009). *Guidelines for the assessment of English language learners*. Princeton, NJ: Educational Testing Service.
- Krashen, S. (2013). Rosetta Stone: Does not provide compelling input, research reports at best suggestive, conflicting reports on users' attitudes. *International Journal of Foreign Language Education*, 8.
- Ovando, C. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27 (1), 1-24.
- Panferov, S. (2010). Increasing ELL parental involvement in our schools: Learning from the parents. *Theory into Practice*, 49, 106-112. doi: 10.1080/00405841003626551
- Richards, J. (1996). Teachers' maxims in language teaching. *TESOL Quarterly*, 30, 281-296.
- Snow, D. (2006). *Lesson planning and classroom survival*.
- Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly*, 20, 1-43.
- WIDA. *The English language development standards*.

Minors/non-Endorsement students

- Andrade, M. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5 (2), 131-154.
- Bunch, G., & Panayotova, D. (2008). Latinos, language minority students, and the construction of ESL language testing and placement from high school to community college. *Journal of Hispanic Higher Education*, 7 (1), 6-30.
- Center for Victims of Torture (2015). *Reclaiming hope, dignity, and respect*.
- Eaton, S. (2017). Perceptions of ESL program management in Canadian higher education: A qualitative case study. *International Journal of Learning, Teaching, and Educational Research*, 16, 13-28. doi: 10.26803/ijlter.16.9.2
- Ilieva, R. (2000). Exploring culture in texts designed for use in adult ESL classrooms. *TESL Canada Journal*, 2, 50-63.
- Krashen, S. (2013). Rosetta Stone: Does not provide compelling input, research reports at best suggestive, conflicting reports on users' attitudes. *International Journal of Foreign Language Education*, 8.
- Moore, S. C. K. (2009). Uses of technology in the instruction of adult English language learners. *CAELA Network Brief*.
- Ovando, C. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27 (1), 1-24.
- Richards, J. (1996). Teachers' maxims in language teaching. *TESOL Quarterly*, 30, 281-296.
- Snow, D. (2006). *Lesson planning and classroom survival*.
- Stoller, F., & Christison, M. (1994). Challenges for IEP administrators: Liaison with senior-level administrators and faculty development. *TESOL Journal*, 3 (3), 16-20.
- Walker, J. (2001). Client views of TESOL service: expectations and perceptions. *International of Journal of Educational Management*, 15, 187-196.
<https://doi.org/10.1108/09513540110394438>
- WIDA Standards. *The English language development standards*.

Evaluation¹

Portfolio

Part I: This will be an introduction to the setting in which you are teaching. You are to interview the lead teacher (s) and obtain the following information. You are not to write this as a list, but rather in expository form. *Undergraduates:* This should be two to three pages long, double-spaced, 12-point font, Times New Roman. *Graduates:* This should be three to four pages long, double-spaced, 12-point font, Times New Roman. Address the following:

- A) the teacher's educational background and teaching experience
- B) the teacher's philosophy of teaching ESL; what theories of second language acquisition guide them? What methods do they use?
- C) the school's demographic and linguistic profiles: number of students, number of ESL students, L1s in the school, etc.
- D) teaching and learning goals for this grade in terms of language and content

¹ Rubrics for all course components are available in the course documents section of Blackboard.

E) assessment procedures and tests used for placement, standardized assessment, and exiting

This portion is worth 2.5 points.

Part II: Lesson plans. Five hours of the total 30 may be devoted to observing your teacher's classroom. In such cases, you must follow the format below for writing up the teacher's lesson. However, the other 25 hours must involve direct instruction with ESL students. Direct instruction can include teaching whole class lessons and/or working with individual students and/or small groups. In terms of format, the right-hand side of each lesson plan must contain your name, the date, and the duration of the lesson. Each lesson plan must contain the information below. For each section, center the title and put it in bold. Include copies of any worksheets or handouts that are used. Each lesson must be separated by a yellow (or green, or blue, or red) binder separator with tags stating "lesson one," "lesson two," "lesson three," etc. Then put the information below it. **This portion is worth 35 points (Endorsement) or 32.5 points (non-Endorsement students). Please note that, under no circumstances, are you to reveal the identities of any of your students in written form. Use pseudonyms if necessary.**

A) Narrative

- In two to three sentences, describe the motivation and goals of the lesson. Also, outline what happened in the lesson; in other words, the things which happened first, second, third, etc. **(2.5 points)**

B) Linguistic focus of each lesson

- Is the focus on reading, writing, listening, speaking, pronunciation, grammar, vocabulary, spelling or a mixture of more than one of these? You must be very specific and describe the linguistic focus using technical terms. So, if you are working with grammar, you can't just say, "we worked on descriptive words," but rather you must say, "we worked with attributive and predicate adjectives." Also, you must state how you worked with the grammatical form and/or why it came about. Likewise, if you are working with pronunciation, you can't just say, "we worked with the 'b' sound," but rather you must say, "we worked with the voiced bilabial stop." Finally, if you are working with reading strategies, you can't just say, "we worked on reading comprehension," but rather you must be very specific and say, "we worked with the cognitive strategy of guessing the meaning of unknown words," or "we worked with the metacognitive strategy of previewing the text." The point is this: You must apply the ideas and use the terminology you learned about in English 407G, 408G, 565, and 566 (or 469/470). If the teacher you are working under is not specific about the linguistic focus, you must infer what it is and then state it explicitly here.
- Rule of thumb: It is better to explain more than less; in other words, be very detailed.
- In some lessons, the forms will not be obvious. Why? The focus might be on content. However, grammatical forms will come up. So, perhaps students are reading aloud and

they make a pronunciation error that you have to address. That's a form! Perhaps the student misuses a word, and you have to explain why they misused it. That's a form!

- *Undergraduate vs. graduate students*: The latter will be expected to include more detail and more precision with terms—and will be graded as such. This will include grammar, word choice, punctuation, and spelling.
- **(5 points)**

C) TESOL standards addressed

- Using either the texts by Gottlieb (Endorsement students) or the guidelines of your institution (MA/certificate students/minors/non-endorsement students), you must list the standards addressed by this lesson followed by an explanation of how it does so. You must do this in bullet form. If the teacher you are working under is not specific about these standards, you must infer what they are **(2.5 points)**.

D) Kentucky standards addressed (Endorsement students only; non-public school teachers do not have to address these issues)

- You must list the Kentucky standards addressed in the lesson followed by an explanation of how the lesson addresses them. If the teacher you are working under is not specific about these standards, you must infer what they are **(2.5 points)**.

E) Methods used to implement the lesson

- You must list the methods/approaches used to carry out the lesson. Of course, you must specifically state the method/approach used and explain how you used it. You are probably asking yourself "What does he mean by method/approach?" I mean those which are listed in the Richards and Rodgers text used in English 469/470/565/566; for example, Communicative Language Teaching, the Audiolingual Method, and the Natural Approach. You must use methods/approaches that are used in ESL. If you want to use methods/approaches from other disciplines, that's no problem, but they must be **in addition** to an ESL one. Of course, a lesson can use more than one method/approach (most do), and that is perfectly acceptable. If the teacher you are working under is not specific about what methods they are using, you must infer them. *Undergraduate vs. graduate students*: The latter will be expected to include more detail and more precision with terms—and will be graded as such. This will include grammar, word choice, punctuation, and spelling.

F) Materials used to implement the lesson (paper and computer-based)

- You must list and explain the materials used to carry out the lesson. Why were these materials used? Was it because they were mandated by a certain method? Was it because they were mandated by the state? Was it because they were the only things available and were used in lieu of more ideal materials? *Undergraduate vs. graduate students*: The latter will be expected to include more detail and more precision with terms—and will be graded as such. This will include grammar, word choice, punctuation, and spelling

- (E and F are graded together: 10 points).

G) Mode of assessing student learning

- You must **list and explain** the ways in which you assessed student learning during and after the lesson. When doing this, you must explain the assessment techniques using proper language testing terms, such as formative, summative, portfolios, direct observation, self-assessment, checklists, interviews, dictation, cloze tests, multiple-choice tests, writing samples, etc. *Undergraduate vs. graduate students*: The latter will be expected to include more detail and more precision with terms—and will be graded as such. This will include grammar, word choice, punctuation, and spelling.

H) Results of the assessment

- Here you explain what the assessment (s) revealed about student learning. Second, speculate on what factors led to these results, regardless of whether or not they are positive (student interest, previous knowledge, for example) or negative (fatigue, lack of proficiency, etc.). *Undergraduate vs. graduate students*: The latter will be expected to include more detail and more precision with terms—and will be graded as such. This will include grammar, word choice, punctuation, and spelling.
- (G and H are graded together: 10 points)

I) Description of learners' grammatical, lexical, pronunciation, reading, and/or writing errors. (2.5 points)

- For each lesson, describe the errors that were committed by students with regard to any of the above-listed areas. Of course, when describing such errors, you must use the technical terms when doing so.
- Refer to your course texts from English 407, 408, 469 (565), and 470 (566) when doing this.
- When describing these errors, you must be VERY specific. You MUST identify, label, and describe these errors. So, if a student makes an error with prepositions, you must state which prepositions they made a mistake with and under what circumstances (e.g. the student was doing a presentation about geography, and he/she used the preposition “in” when they should have used “on” when using the expression, “living on earth.” If a person makes a pronunciation mistake, name the place and manner of articulation of that error and what the target form should have been.). *Undergraduate vs. graduate students*: The latter will be expected to include more detail and more precision with terms—and will be graded as such. This will include grammar, word choice, punctuation, and spelling.

Part III: Reflection

After you have finished all of your teaching, you are to write a reflective essay about your experiences. *Undergraduates*: This must be 4-5 pages long. *Graduates*: This must be 6-7. In this, you are to address the following issues:

- your overall success in meeting your students' academic needs
- what you learned about the effectiveness of the methods you used
- What three theories of second language acquisition did you see evidence of in the classroom? You must explain these theories and explain why you think these occurred in the classroom.
- what you learned about the methods of assessing your students
- What you learned about TESOL standards and Kentucky learning standards (ESL endorsement students only for the latter).
- Graduate students will be expected to include more detail and more precision with terms—and will be graded as such. This will include grammar, word choice, punctuation, and spelling **This portion is worth 5 points.**

Part IV: Teaching Observation

- Each student will be observed by the faculty supervisor. These observations will evaluate your ability to effectively use methods, materials, and implement standards, among other things. By the third week of class, you should have arranged an observation time. You must send me your lesson plans for that day before it takes place. **This portion is worth 53 points.**

Part V: Teacher Evaluation

- Each student will be evaluated by the teacher/supervisor with whom they are working. You will be rated using the “Dispositions Rating Form.” I will send this to them near the end of the semester. **This portion is worth 5 points.** This part is not required of MA/certificate students/minors/non-Endorsement students. If you are teaching in your own ESL classroom, I will fill this out.

NOTE: After each time that you teach, fill out the Teaching Hours and Accomplishments to keep track of your time and lessons. Include these at the end of your lessons in the portfolio.

Part VI: Critical Article Reviews: 30 points

Undergraduate students will write 6, 2.5-page (double-spaced, Times New Roman, 12-point font) article reviews (5 points each) on articles covering the following topics relevant to classroom teaching. Graduate students will do the same, except that the length will be 3.5 pages for each review. Note that NO QUOTES can be used in these reviews.

Endorsement Students

- Language rights and laws: In this review, you must summarize the laws/court cases relevant to bilingual education and society's view of bilingualism. In addition, you must show how these two things have affected the status and/or availability of bilingual education. Finally, you must discuss what this article says to you about society's

obligation to children and/or adults who are non-native speakers of English. **Ovando article**

- Language proficiency assessment: In this review, you must explain what the purposes of language proficiency assessment are, how assessments (tests) are constructed (and the elements to be included in this process), and what the various types of accommodation are (and the problems with them). You must also discuss something that surprised you and why. **Hakuta and Jacks**
- Classroom materials assessment: In this review, you must explain the motivations for assessing classroom materials, the methods of doing so, and the actions that can result from doing so. You must also discuss the barriers to implementing these ideas in the setting in which you teach (or in which you expect to teach.). **Casserly article**
- Working with parents: In this review, you must explain why working with parents is important, explain what they propose in this article, and discuss the difficulties of doing this. Also, for discussion purposes during class, think about your experience/efforts with this topic. **Ariza article**
- Leadership: In this review, you must explain how good leadership can foster a socially just and collaborative environment. Also, you must talk about the types of leadership roles you might assume in your school. **Theoharis and O'Toole article**
- Culture: In this review, you must explain how this literacy program fostered parental involvement and L1/L2 literacy for children through culturally-relevant texts. **Delgado-Gaitan article**

Minors/Non-Endorsement Students

- Language rights and laws: In this review, you must summarize the laws/court cases relevant to bilingual education and society's view of bilingualism. In addition, you must show how these two things have affected the status and/or availability of bilingual education. Finally, you must discuss what this article says to you about society's obligation to children and/or adults who are non-native speakers of English. **Ovando article**
- Assessment: In this review, you must explain the language testing procedures with the students of the study and the problems with them. In addition, you must explain what this article shows needs to be done to ensure fair and accurate testing. **Bunch and Panayotova**
- Technology: In this review, you are to explain the purpose of using technology, the techniques to do so, and the difficulties of doing so. In addition, you must explain how you anticipate using technology in the classroom (be specific). **Moore article**
- Welcoming international students: In this article, you must explain the challenges international students face and the methods to help them. You must also explain the actions you could take to help international students adjust (if you were teaching college ESL) and why. **Andrade article**

- Leadership: In this review, you are to explain the challenges of working with university administrators, strategies to work with them, and approaches to encourage faculty development. **Stoller and Christison article**
- Culture: In this review, you are to explain how culture is identified, how culture is seeded into ESL textbooks, and the problematic nature of cultural representations in textbooks. **Ilieva article**

You may not use ANY quotes in these reviews.

Portfolio presentation: (1) You need to have a table of contents with the following items listed in this order: lessons (with items listed in order that they are listed above) and critical article reviews. (3) Each section must be separated from the other by a binder separator with a labeled tab.

It is important to note that even though some of these items will already be graded by the time you hand in your portfolio, you should hand them in anyway (ungraded, clean versions, however). **However, remember: You must hand in two copies of your portfolio.**

Paper

This is NOT part of the portfolio!

You are to take one (1) paper from one of your previous ESL classes (400-level) and revise it.

On **February 12th**, you are to bring in a copy of the paper you have decided to revise. Ideally, you would bring in a graded copy of that paper (**1.5 points**).

On **February 19th**, you are to bring a one-page (double-spaced) summary of the issues you need to address and how you plan to do so (**2.5 points**).

While you are revising, you must make notes after three revision sessions.

Session One:

- What area did you address first? Why?
- How long did the revision session last?
- What other aspects of the paper did you address?
- Did your revision session go as planned? Explain.

Session Two:

- What area did you start with? Why?
- What unexpected thoughts and/or obstacles occurred during the revision session?

Session Three:

- What issues do you still struggle with?
- What aspect of the revision process do you feel satisfied with?

You will hand these in when you hand in the final draft of this paper. They are worth **3.0 points total**.

Rough draft due: April 1st (5.0 points)

Final paper due: April 15th (11.5 points)

Grading criteria:

See Blackboard rubrics

Letter to Parents/Future Students

You will write a letter to parents/future students (adults). This will be an in-class exercise, and it will require you to synthesize information from this class and other ESL classes—**10 points**.

Conference Proposal (GRADUATE STUDENTS ONLY)

This is not part of the portfolio! You are going to write a conference proposal. Don't worry: You do not have to formally propose it! It is based on your paper. You will use the criteria listed at the MIDTESOL Conference (see Blackboard). This may seem like no big deal since it has so few words. However, writing small is more difficult than writing large! Remember that an abstract is the essence of your presentation: What are you going to talk about? Why should people pay attention to you? (In other words, what are you offering and to whom?) The conference proposal, itself, is a more detailed version of the abstract which includes the order of elements to appear in the presentation. Below is the rubric (which I took from the TESOL organization with very minor modifications: <http://www.tesol.org/docs/default-source/tesol-convention/read-the-full-call.pdf?sfvrsn=0>). You should use it to guide your proposal. The rough draft is **due April 6th**. The final version is **due April 15th**. You will read it during class. This is worth **10 points**. If you don't hand in the rough draft, I will deduct half of the points on the final draft.

Evaluation Criteria	Poor (1.0 Point)	Below Average (1.30 Points)	Average (1.50 Points)	Very Good (1.80 Points)	Excellent (2.0 Points)
1. Currency, importance, and appropriateness of topic to the field	The topic is not current, and/or lacks importance or appropriateness to the field. It does not appear to be a worthwhile session.	The topic is only tangentially related to the field, not completely current or important to the field and/or to the potential audience. It may not be a worthwhile session.	The topic may not be completely current or groundbreaking, but it is relevant to the field and potential audience. It might be a worthwhile session.	The topic is current, important, and appropriate to the field and potential audience. It appears to be a worthwhile session.	The topic is cutting edge, relevant, ground-breaking, or significant to the field and potential audience. It appears to be a very worthwhile session.
2. Purpose, participant outcomes, and session type	The proposal is inappropriate for the session type, and/or the objectives are not clearly stated or implied.	The proposal may be appropriate for the session type. The objectives and participant outcomes may be too general or broad to be achievable.	The proposal is generally appropriate for the session type. The objectives and participant outcomes are stated or implied but may lack sufficient focus.	The proposal is appropriate for the session type. The objectives and participant outcomes are clear.	The proposal matches the session type. The objectives and participant outcomes are very clear.
3. Theory, practice, and/or research basis	The proposal does not mention theory, practice, or research, or it is unclear how this	The proposal provides background references to theory, practice, and/or research, but it is not	The proposal refers somewhat to the theory, practice, and/or research on which the presentation is based	The proposal refers clearly to the theory, practice, and/or research on which the presentation is based in a thorough	The proposal refers specifically to the appropriate theory, practice, and/or research on which the presentation is

	session is connected to the field.	specific, or it does not relate the theory, practice, and/or research to the content of the presentation.	in an understandable way and relates it to the content of the presentation.	and comprehensible manner and relates it directly to the presentation content.	based in a detailed, thorough, and comprehensible manner and relates it directly to the presentation content.
4. Support for practices, conclusions, and/or recommendations	The proposal makes claims with no indication of the support for those claims.	The proposal makes some stated or implied reference to support, but it is not clear whether sufficient support will be provided for practices, conclusions, or recommendations	The proposal gives some indication as to how practices, conclusions, or recommendations will be substantiated.	The proposal provides details indicating that the practices, conclusions, or recommendations will be substantiated	The proposal provides ample details indicating that the practices, conclusions, or recommendations will be well substantiated.
5. Clarity of proposal as indicator of presentation quality	The way in which the proposal is written suggests that the presentation may be poor	The way in which the proposal is written suggests that the presentation may be weak.	The proposal is adequately written but suggests that the presentation may be uneven or of moderate quality	The proposal is clearly written and suggests that the presentation will be of very good quality.	The proposal is very well written and suggests that the presentation that will be of professional quality.

Critical Final Reflection Directions for Students

You are approaching the end of your time in the ESL program. You have taken several courses and spent 30 or more hours working with ESL students. Throughout this process, you have acquired knowledge about research and practice. You are to reflect on both. Specifically, you are to consider research from previous classes (in this program) and your experiences in the ESL classroom. This exercise is meant to be critical; you should expose gaps in yourself, the settings in which you have learned and taught, and the students. Your future plans will also be part of this discussion. **21 points**

Participation Policy

This is the rubric that I will use to evaluate your participation. Attendance and participation affect your grade differently. Simply attending class does not guarantee full participation points.

Listening: *Strong work* (3) Actively and respectfully listens to peers and instructor; *Needs development* (2) Sometimes displays a lack of interest in comments of others; *Unacceptable* (1) Projects a lack of interest or can at times be disrespectful of others

Preparation: *Strong work* (3) Arrives fully prepared with all assignments completed, notes on readings or observations; *Needs development* (2) Sometimes arrives unprepared or with only superficial preparation; *Unacceptable* (1) Exhibits little evidence of having read or thought about assigned material

Quality and Impact of Contributions: *Strong work* (3) Comments are relevant, reflect an understanding of materials and course, and frequently help the class conversation move forward; *Needs development* (2) Comments sometimes irrelevant, betray a lack of preparation, or indicate a lack of attention to previous student comments; *Unacceptable* (1) Comments reflect little understanding of either assignments or previous course content and remarks. Comments do not advance the conversation or are actively harmful to it

Frequency of Participation: *Strong work* (3) Actively participates at appropriate times; *Needs development* (2) Sometimes participates; *Unacceptable* (1) Participates only when directly called upon

Quality of Group Participation: *Strong work* (3) Actively engages in group exercises, supports group members, and uses experiences to further content understanding; *Needs development* (2) Participates in group work but sometimes goes off topic; *Unacceptable* (1) Contributes the bare minimum to group work and is often observed working off task

Punctuality: *Strong work* (3) Student is always on time; *Needs development* (2) Student occasionally comes to class late; *Unacceptable* (1) Student is frequently late to class

Modified from ACS Class Participation Rubric

<http://www1.villanova.edu/villanova/artsci/acsp/resources/rubric.html>

ADA Notice

Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.