Walla Walla Community College

Date: Winter 2011

Course Title: Introduction to Education – Web Enhanced

Department Prefix: EDUC&  Course Number: 202

Prerequisites: None. Reading 088 recommended. Proficiency in use of Microsoft Word, electronic mail and internet browsers recommended.

General Ed. Core Class: ___Yes ___X__No Division: Vocational

Location: Main Campus, Room 204 and the online ANGEL classroom


Instructor Name: Michelle Meyer  Campus Phone: 509-527-4637

Other Contact Information: Michelle can be reached at michelle.meyer@wwcc.edu or through ANGEL webmail. You may expect a response to your e-mail within 2 business days. Michelle’s office is #32, which is on the second floor of the main building, near classroom #211. Michelle’s office hours are 9:30-11:00 daily except Thursdays.

Course Topics: (please attach)
- History of education
- Philosophy of education
- Diversity of students
- Social problems students face
- Effective instruction and classroom management
- Curriculum issues and influences
- The role of government in public education
- The teacher as a professional
- The ethical responsibilities of teachers
- Professional e-portfolio.

Course Description: (from catalog)
This course is designed to provide students an introduction to the teaching profession. Course topics include: examining motivations to become a teacher, the diversity of students and the social problems students face, understanding effective instruction and classroom management, the philosophical foundations of American education, the history of American education, the government’s role in education, job options in education, and the professional and ethical responsibilities of teachers. Students will also begin creating a professional electronic portfolio.
Type of Instruction Used in this Course: (e.g., lecture, lecture/lab, clinical, competency based, field trips, TV or other): Class sessions will be comprised of dialogue, student and instructor presentations, media, guest speakers, field observations, cooperative learning projects and review of current literature. There will be a web-enhanced portion of this class. This means that part of your coursework will be completed online through ANGEL. The online portion of the class does not replace any face-to-face instruction time. Students will spend 5 hours per week on campus in the classroom. Students can expect to spend an additional 2 hours per week completing online assignments. Visit http://www.angel.wwcc.edu to access the web-enhanced portion of this course. For help using the ANGEL system, please contact elearning@wwcc.edu, visit http://www.wwcc.edu/CMS/index.php?id=3065 or call 509-527-4331.

Technical Requirements
ANGEL is designed to support the widest variety of operating systems and browsers through its limited use of technologies. While ANGEL products generally function well in many browsers, the following are formally supported and tested:

- Microsoft Windows XP, Microsoft Windows Vista, or Macintosh OS X
- Microsoft Internet Explorer (7 or higher) or Mozilla Firefox (2 or higher)
  Note: ANGEL supports browsers that are at least 90 days out from their release date. If the version you are using is not at least 90 days old, please revert back to an older version.
- Java Runtime Environment 1.4 or higher
- JavaScript and AJAX enabled; Pop-Up blocking disabled
- Connection to the Internet
- MS Word (Office 2000 or later)

Evaluation Devices: Detailed assignment descriptions and rubrics available in the ANGEL classroom and at the end of this document, pages 6-11.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Weekly Discussion Board</td>
<td>10</td>
<td>10 each</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>4</td>
<td>25 each</td>
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<tr>
<td>Teacher Interviews</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Philosophy Paper</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Current Events</td>
<td>1</td>
<td>50</td>
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<tr>
<td>Project</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>Examinations</td>
<td>4</td>
<td>100 each</td>
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<tr>
<td>Attendance In-person</td>
<td>50 days</td>
<td>1 point each day</td>
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Attendance Policy: Regular attendance and active participation are essential to student success in this course. Students are expected to attend all class sessions. If you need to leave early or arrive late, you need to make prior arrangements with the instructor. Missing class or being tardy will adversely affect your grade. Students are expected to log in to the ANGEL classroom weekly, do the online assignment and post to the message board. Students will also respond to at least two of their classmates’ postings. Completion of the online portion of the class is included in the attendance expectation. The WWCC campus may be closed if weather or other circumstances create unsafe conditions. Please call 509-527-4294 to obtain the most current information.
**General Calendar:** This course meets daily from 8:30-9:20 am. Students are also expected to log in to the ANGEL classroom at least once weekly and complete written assignments online by each Monday. The quarter dates are January 3, 2011 – March 18, 2011. The final exam will be 8:30-10:30 am on Friday, March 18, 2011. There will be no classes on Monday, January 17, 2011 or Monday, February 21, 2011 due to holidays or Wednesday, March 2, 2011 due to Advising Day.

**Course Calendar: Winter 2011**

<table>
<thead>
<tr>
<th>READ</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
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<tbody>
<tr>
<td>WEEK 1 Chapter 1&amp;2</td>
<td>Jan 3</td>
<td>Jan 4</td>
<td>Jan 5</td>
<td>Jan 6</td>
<td>Jan 7 Discussion Board #1 due</td>
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<tr>
<td>WEEK 2 Chapter 3</td>
<td>Jan 10 Reflective Paper #1 due</td>
<td>Jan 11</td>
<td>Jan 12 Discussion Board #2 due</td>
<td>Jan 13</td>
<td>Jan 14</td>
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<tr>
<td>WEEK 3 Chapter 4</td>
<td>Jan 17 NO CLASS HOLIDAY</td>
<td>Jan 18 Reflective Paper #2 due</td>
<td>Jan 19 Discussion Board #3 due</td>
<td>Jan 20</td>
<td>Jan 21 EXAM #1</td>
</tr>
<tr>
<td>WEEK 4 Chapter 5 &amp; 6</td>
<td>Jan 24 Reflective Paper #3 due</td>
<td>Jan 25</td>
<td>Jan 26 Discussion Board #4 due</td>
<td>Jan 27</td>
<td>Jan 28</td>
</tr>
<tr>
<td>WEEK 5 Chapter 7&amp;8</td>
<td>Jan 31 Reflective Paper #4 due</td>
<td>Feb 1</td>
<td>Feb 2 Discussion Board #5 due</td>
<td>Feb 3</td>
<td>Feb 4</td>
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<tr>
<td>WEEK 6 Chapter 9</td>
<td>Feb 7</td>
<td>Feb 8 EXAM #2</td>
<td>Feb 9 Discussion Board #6 due</td>
<td>Feb 10</td>
<td>Feb 11</td>
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<tr>
<td>WEEK 7 Chapter 10</td>
<td>Feb 14 Teacher Interview due</td>
<td>Feb 15</td>
<td>Feb 16 Discussion Board #7 due</td>
<td>Feb 17</td>
<td>Feb 18</td>
</tr>
<tr>
<td>WEEK 8 Chapter 11</td>
<td>Feb 21 NO CLASS HOLIDAY</td>
<td>Feb 22 Philosophy of Education due</td>
<td>Feb 23 Discussion Board #8 due</td>
<td>Feb 24</td>
<td>Feb 25 EXAM #3</td>
</tr>
<tr>
<td>WEEK 9 Chapter 12&amp;13</td>
<td>Feb 28 Current Events due</td>
<td>Mar 1</td>
<td>Mar 2 NO CLASS ADVISING DAY</td>
<td>Mar 3 Discussion Board #9 due</td>
<td>Mar 4</td>
</tr>
<tr>
<td>WEEK 10 Chapter 14&amp;15</td>
<td>Mar 7</td>
<td>Mar 8 Group Project due</td>
<td>Mar 9 Discussion Board #10 due</td>
<td>Mar 10</td>
<td>Mar 11</td>
</tr>
<tr>
<td>FINALS WEEK</td>
<td>Mar 14</td>
<td>Mar 15</td>
<td>Mar 16 NO CLASS</td>
<td>Mar 17 NO CLASS</td>
<td>Mar 18 Final Exam In class 8:30-10:30</td>
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**Testing Policy:** Tests and/or quizzes must be taken during the regular class sessions. There will be no opportunity to make up missed examinations except in the case of documented medical emergencies. If arrangements are made for alternate testing, you will be required to take your exam in the Testing Lab. For hours and policies regarding the Testing Lab see: [http://www.wwcc.edu/CMS/index.php?id=979](http://www.wwcc.edu/CMS/index.php?id=979)
Homework Policy:
- All homework will be submitted using the ANGEL system.
- All documents you submit must have your name on the document and in the file name.
- All documents must be in a standard black font, 10-12 point.
- All documents must be attached as .doc, .docx or .pdf files.
- All work must be properly cited. See information about plagiarism under Grading Policy.
- Assignments are due in the appropriate drop box or discussion board in the ANGEL classroom by 11:59 pm of the date due.
- Late assignments will be penalized 10% for each day they are late.
- Assignments more than one week late will not be accepted.
- If there are extenuating circumstances or an emergency situation, the student is responsible for contacting the instructor to make alternate arrangements prior to the assignment due date.
- You are responsible for getting assignments in on time. Technical problems are no excuse for late assignments: contact the WAOL help desk or the instructor immediately. You must have a back-up plan in case of technology issues.

Grading Policy: Each assignment will be given points based on the assignment rubric. The grade for the course will be based on the percentage of total points possible:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>82-86%</td>
<td>B</td>
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<tr>
<td>80-81%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>72-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-71%</td>
<td>C-</td>
</tr>
<tr>
<td>68-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-67%</td>
<td>D</td>
</tr>
<tr>
<td>Below 63%</td>
<td>F</td>
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</tbody>
</table>

As per the Walla Walla Community College Student Code of Conduct, plagiarism or cheating of any kind will not be tolerated in this course. Plagiarism or cheating will result in an automatic zero for the assignment in question and may result in failure of the course. Further information about what constitutes plagiarism can be found here: [http://www.wwcc.edu/CMS/index.php?id=1617](http://www.wwcc.edu/CMS/index.php?id=1617) Information about correct citation of sources and APA/MLA style research papers can be found at the WWCC Library website: [http://www.wwcc.edu/CMS/index.php?id=1995](http://www.wwcc.edu/CMS/index.php?id=1995)

Other Special Instructions or Information: The instructor reserves the right to change this syllabus during the course of the quarter. Please turn off your cell phones during class.

Learning Outcomes Expected of Students at the Completion of this Course: Upon completion of this course, students will:
1. be able to identify historical events and figures and their influence on educational practices with 85% accuracy,
2. be able to define the four basic schools of educational philosophy and their influence on educational practices with 85% accuracy,
3. be able to identify sources of student diversity and implications for teachers with 85% accuracy,
4. be able to list social problems faced by today's students and identify appropriate teacher responses with 85% accuracy,
5. be able to list and explain the characteristics of effective teaching with 85% accuracy,
6. be able to identify the role of government in public education with 85% accuracy,
7. be able to list current issues and influences regarding curriculum with 85% accuracy,
8. be able to explain the professional and ethical responsibilities of teachers with 85% accuracy,
9. collect five items for use in a professional electronic portfolio, and
10. Use the skill of self-reflection to determine whether to pursue a career in education.

**Americans with Disabilities Act Student Policies**

**Walla Walla Community College**

It is the policy of Walla Walla Community College to comply with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. WWCC is committed to providing equal access and promoting an atmosphere conducive to academic success for all who can benefit from a post-secondary education. This includes assisting individuals with disabilities to achieve their full potential as students. WWCC provides support to integrate these students as fully as possible into all aspects of the campus community to maximize their independence and educational experience.

The American with Disabilities Act was signed into law in 1990. The ADA’s protection applies primarily, but not exclusively, to disabled individuals. An individual is disabled if he or she meets any one of the following tests:

- He/she has a physical or mental impairment that substantially limits one or more of his/her major life activities.
- He/she has a record of such impairment.
- He/she is regarded as having such an impairment

Students are obligated to follow well-established and publicized institutional procedures for obtaining accommodations. These are outlined below:

1. **Self Identify**
   A student must give notice of the existence of a disability and make a direct and specific request for accommodations. If the student self identifies to a faculty member, the faculty member should ask the student to make an appointment with Claudia Angus, Disabilities Coordinator, in order to start the procedure to request documentation of the disability.

   The student will complete a confidential accommodation request form that is submitted to the Disabilities Coordinator. The student will list those who may have access to this confidential information about his/her disability. This may or may not include instructors.

   **Institutional Attitude:** A suggested method to ease the way for a student to self-identify for accommodations is to include a statement on the syllabus such as: “If you have a disability and need accommodations, please see the instructor after class or contact Claudia Angus, the Disabilities Coordinator.

2. **Documentation**
   The need to provide accommodations does not arise until documentation is provided that establishes that the student has a disability and supports the need for the accommodations requested.

   **Qualified Professionals:** Students must provide the necessary medical and diagnostic information from qualified professionals to support their requests for accommodations. The documentation must sufficiently verify the existence of a disability defined under ADA. In some instances, the disability is sufficiently obvious to verify the disability.

3. **Assessment**
   **Professional Consultation:** The disabilities coordinator consults professionals at WWCC and elsewhere in determining the accommodations given the student.

4. **Accommodations**
   After professional documentation is received and evaluated, an individualized accommodations list is prepared that is appropriate to the nature and the extent of the student’s disability. The student will give the accommodations list to individual instructors as desired. The nature of the student’s disability does not have to be revealed to the instructor.

   **Reasonable:** A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity. The college must be given a reasonable amount of time to respond to an accommodation request.

   For additional information about students with disabilities or about accommodations, please contact:

   **Claudia Angus, Disabilities Coordinator**
   **Office #: 133D**
   **Phone: 527-4543**
   **claudia.angus@wwcc.edu**

   **For appointments please call: 509-527-4262**

Walla Walla Community College is committed to provide equal opportunity and nondiscrimination for all educational and employment applicants as well as for its students and employed staff, without regard to race, color, creed, national origin, sex, sexual orientation, including gender expression/identity, marital status, age (over 40), the presence of any sensory, mental, or physical disability, the use of trained guide dog or service animal by a person with a disability, or status as a Vietnam and/or disabled veteran, National Guard member or reservist in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Federal Rehabilitation of 1973, the Americans with Disabilities Act of 1990, and any other applicable Federal and Washington State laws against discrimination.
Assignment Detail:

**Educational Current Events Assignment:**
Purpose: To be able to discuss current controversial issues in education intelligently, the student needs to be able to locate professional resources that shed light on issues reported in the popular as well as professional press. The student will develop the ability to consult research reports and professional literature, using them to analyze the contexts that influence these issues, and to express these ideas orally and in writing.

Requirements: The student will locate one current event concerning education in newspapers or popular periodicals during the quarter and do the following:
- Submit a copy of the current event article or a summary of the broadcast report, along with bibliographical reference.
- Attach at least one professional source that sheds light on the issues, along with a complete bibliographical reference.
- Prepare a paper that presents an analysis of the issue including the relevant contexts (historical, economic, philosophical, legal, sociological, governance, etc.) and express his or her own informed opinion in no more than 2 typed pages.
- Orally present a summary of findings to the class and effectively facilitate a short 5-10 minute discussion of the issue.

Point value: 50
Due: Each student will present one issue to the class by the end of the quarter. Only one student is able to present during any given class session. Paper is due **February 28, 2011**.

**Reflective Papers:**
Purpose: Students will be given a series of subjects for reflection. In a 600-800 word essay, the student will assimilate information by blending new understandings with previous knowledge and experiences. The student will assess his/her own beliefs, understandings, biases and motivations. The content of these papers will help students as they begin to develop their personal philosophy of education.

Be certain to answer all questions fully. Papers are due to the ANGEL dropbox by 11:59 pm on the assigned date. Papers may be attachments in .doc, .docx, .wps, or .pdf formats. Papers may not be pasted directly into the body of the message. Please be sure to include your name on all submissions.

**Reflective Paper #1**
**Letter to a Teacher**
Many people who consider teaching as a career have vivid, warm memories of their past teachers. Choose one memorable teacher from your schooling and write that teacher a letter. Include a description of what you remember about this teacher. Discuss what makes that teacher memorable to you. Describe any key events that you remember about this teacher. Tell, from your perspective, what made this person such a good teacher. Describe the influence
this teacher has had on your life. Include aspects of why you want to become a teacher and your own strengths.

**Reflective Paper #2**  
**Diversity & Social Problems**
Write about the first time you realized that a friend or classmate was “different” from you. Did you notice whether this person was treated differently because of race, ethnic background or socio-economic status? How did this affect you?

In your high school, what was the composition of the student body? How did this impact your experiences there?

What do you feel will be the most significant challenges you will face as a teacher in the areas of diversity and social problems? Which areas do you think affect students the most? What do you see as possible ways to address these issues?

**Reflective Paper #3**  
**Learning Styles**
Complete the *Swassing-Barbe Checklist of Observable Modality Strength Characteristics* and the survey about *Howard Gardner’s Multiple Intelligences*. Both of these surveys are available in the ANGEL classroom. How do you feel about the results? How accurate were these inventories in describing you? Did you learn anything new about yourself? Based on your learning style and/or intelligence profiles, which methods of learning are most comfortable for you?

How do you think this will affect your teaching? Discuss the strengths and limitations of your learning style/intelligence profile in the teaching role.

**Reflective Paper #4**  
**Professionalism, Ethics, Resume’**
Describe what you believe are the important aspects of professionalism for a teacher. What are the most important ethical considerations for teachers in your opinion? How do you embody these qualities? Give specific examples and describe what will make you a good teacher.

Create your resume’ and attach it to this Reflective Paper #4.

**Point value:** 4 papers at 25 points each  
**Due:** January 10, 18, 24, & 31, 2011

**Teacher Interviews:**  
Purpose: An important part of learning about education is watching teachers in action with their students. Unfortunately it is not feasible for our class to visit teachers in action. The next best thing is for students to talk with teachers about their work. After the interviews, students will have a better understanding of the daily work a teacher does. The student will also learn about the philosophies that guide the teachers in decisions they make in their classrooms.

Please be courteous of the teachers you are interviewing. Teachers are incredibly busy both during their working hours and with work at home. Plan ahead and schedule your interviews early. It can be
difficult to secure an interview date with a teacher. Writing a thank-you note to the teacher you interviewed is good practice.

Requirements: You will interview two teachers, one at the primary level (PreK-5) and one at the secondary level (6-12). You will need to create a list of questions to ask the teacher. Ideally, this interview will become a conversation. You are not a journalist; you are there to learn from this teacher.

You need to learn about this teacher’s philosophy. What kinds of beliefs guide his/her decisions in the classroom. Some sample questions you might ask in the teacher interview:

- What is your philosophy of education?
- What are your learning goals for your students?
- What do you believe are the most effective methods for teaching?
- What values do you try to foster in your teaching? How?
- What is the role of the teacher? The student?
- What factors may sometimes keep you from acting in strict accord with your beliefs?
- As you’ve gained experience, has your philosophy of education changed?

You will also need to learn about other aspects of this teacher. You can choose to ask questions in any of the following areas:

- Discipline and classroom management
- Curriculum and instruction
- Working with parents
- Inclusion of children with special needs
- Problems children face
- Diversity
- Ethics and professionalism
- Tips or tricks they’d like to pass on to new teachers
- Best and worst parts of their job

You will then prepare a paper to include:

- Demographic information (Teacher Name, School, Grade or Discipline Taught, Number of Children, other pertinent information)
- The questions asked of each teacher
  - Explain why you included the questions you did. Did you tailor your questions to the teacher’s teaching assignment? What were you interested in learning?
- The answers the teachers gave
  - Summarize the teacher’s responses as accurately as you can
- A narrative summary about these interviews
  - Consider how the responses of the two teachers compared/contrasted
  - Discuss how the responses aligned or didn’t align with information in your text
  - Explore how the responses will inform your thinking about your own philosophy

Point value: 75
Due: **February 14, 2011**
Philosophy of Education:
Purpose: This document will become a part of the student’s professional portfolio. Your statement of philosophy is a description of your goals and beliefs as a teacher. Preparing your philosophy of education will help you to define the emphasis for your teaching and become aware of your own goals and values. This is a statement of personal beliefs and how these beliefs will be put into action in your classroom. There is not one “right” philosophy. Your philosophy will continue to grow and change as you gain experience and mature throughout your career. You will probably rewrite this document several times.

It is important to credit the sources of your ideas and beliefs. You will find that most of your beliefs come from a previous body of work. It is important to substantiate your beliefs with reliable information. Your paper should have two or three reference sources. There is a tool on the textbook website for helping you explore your own philosophy and beliefs. I highly recommend that you explore it.

Requirements: Create a paper of no more than 500 words that summarizes your own educational philosophy. Some guiding questions to consider as you prepare to write your philosophy are:

- What is the purpose of education?
- What is the student’s role?
- What is the teacher’s role? (in education, in relation to students, parents, colleagues, community)
- What are your beliefs about teaching and learning?
- What kinds of knowledge and skills are important to impart to students?
- What are your beliefs about classroom or behavior management?
- What historical figures, events, or philosophies have influenced you?

Some points to remember:
- Your paper should be no more than 500 words.
- Double- and triple-check spelling, punctuation, grammar and other language conventions.
- Use positive language and an active voice.
- Avoid the use of jargon; use direct, simple language.
- Don’t over-generalize.
- Cite references appropriately, using APA (or similar) format. If the student is unfamiliar with APA format or how to cite references, help is available at the WWCC writing center. Many examples are available if you google “APA style.” Students are strongly urged to seek help if they need it to avoid plagiarism issues.

Point Value: 75 points
Due: February 22, 2011
**Group Controversial Issue in Education Assignment:**

This requires students to work in groups of 3-4 students to describe an issue that affects education and create a 15-20 minute presentation for the class. Each group will be assigned to a team in ANGEL. Each team has a space in the ANGEL classroom that allows the group to meet online, to share files and discuss resources.

Purpose: To discuss current controversial issues in education intelligently, the student needs to be able to locate resources and obtain information on all sides of the issue, to recognize the diverse contexts that influence these issues, and then, considering personal values and experiences, to make an informed decision—and if necessary to persuade others.

Requirements: Each group will do the following:
- Select an issue and obtain instructor approval of the topic
- Research the issue, finding at least four sources from different media, including at least one interview
- Prepare a written analysis of the issue in a paper, to include:
  - Introduction and description of the issue
  - Discussion of the appropriate historical, social, economic, political, financial, governance, etc. contexts of the issue
  - Pros and cons of the issue
  - Various proposed solutions
  - Current trends
  - Opinions and information from recognized authorities in the field
  - The group’s opinions and recommendations
  - Visual aides to make content more meaningful
  - Standard bibliography citations. Paper must adhere to APA or similar format.
  - Include a class handout, 2 pages summarizing above points, with proper referencing of sources. Your group must post their handout in the ANGEL classroom by March 8.
- Present their findings to the class in a 15-20 minute presentation, covering all aspects included in the paper.

Point value: 75 points

Paper Due: **March 8, 2011**

Groups will present on the following days: **March 10, 11, 14, & 15**. Every group must be ready to present on March 10. Days of presentation will be randomly assigned. All papers must be turned in on **March 8**.
**Online ANGEL Discussion Boards:**
Purpose: The ANGEL Discussion Board assignments will present weekly topics for discussion. The online forum allows us to have longer, more in-depth discussions than are possible in our face-to-face class due to time constraints.

Requirements: Each week, students will log in to the ANGEL classroom and complete the weekly homework task. This will often be watching a video clip related to the topics discussed in class. There will be questions to answer. You will also be required to post responses to at least two of your classmates’ responses. It is important for us to appreciate and learn from the diverse viewpoints of our members. It is expected that each individual will be treated with respect.

Point value: 10 points each week (5 for initial post, 5 for 2 replies to classmates’ posts).
Due: **Each week post replies by Wednesday.**

**Daily In-Person Attendance:**
Students will be awarded one point per day of attendance to the in-person class.

**Examinations:**
Purpose: to assess whether the student has learned the material presented in the course.

Requirements: There will be four examinations in this course. Each examination will correspond to a section of text. The final examination will contain a comprehensive portion. Examinations will be a combination of True/False, Multiple Choice, Vocabulary Matching, Short Answer, and Essay questions.

Point value: 4 examinations at 100 points each
Due: **January 21, February 8, February 25 and the final exam 8:30-10:30 am on Friday, March 18.**