University of Texas at El Paso
Department of Teacher Education
Fall 2019
MSED 4310 (CRN 18791)
MATHEMATICS METHODS IN MIDDLE SCHOOL
EDU 405 Tuesdays 12:00pm-2:50pm

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COURSE DESCRIPTION:
Recommended Resources

1. NCTM Illuminations: http://illuminations.nctm.org/

2. NCTM Principals and Standards (2000): http://standards.nctm.org/

3. Texas Essential Knowledge and Skills TEKS
http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html

3. Annenberg Media: http://www.learner.org/index.html
4. National Library of Virtual Manipulatives: http://nlvm.usu.edu/en/nav/vlibrary.html
5. Dana Center Resources:
http://www.insidemathematics.org/problems-of-the-month/download-problems-of-the-month
6. TExES Preparation Manuals with Competencies
https://www.tx.nesinc.com/Content/Docs/115PrepManual.pdf
https://www.tx.nesinc.com/Content/Docs/114PrepManual.pdf
https://www.tx.nesinc.com/Content/Docs/270PrepManual.pdf

7. Companion website for Van de Walle textbook (6 Ediction):
http://wps.ablongman.com/ab_vandewalle_math_6

8. Texas Education Agency (STAAR Released Tests):
http://tea.texas.gov/student.assessment/STAAR_Released_Test_Questions/

9. Texas English Language Proficiency (TELPAS) Standards:
http://www.tea.state.tx.us/student.assessment/ell/telpas/

10.English Language Proficiency (ELP) Standards:
http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794

11. UTEP Library Electronic Databases (all relevant information will be presented by UTEP Librarian in the beginning of the semester)
Students should focus on the articles from the following electronic journals:

“Teaching children mathematics”, “Mathematics teaching in the middle school”, and “Mathematics Teacher.”

10. The National Academies of Sciences Engineering Medicine, NAP
https://www.nap.edu/

These are important free Mathematics Education books available for download:

- How Students Learn

Mathematics in the Classroom (2005)
https://www.nap.edu/catalog/11101/how-students-learn-mathematics-in-the-classroom

- Adding It Up: Helping Children Learn Mathematics (2001)

https://www.nap.edu/catalog/9822/adding-it-up-helping-children-learn-mathematics

- Measuring What Counts

A Conceptual Guide for Mathematics Assessment (1993)
https://www.nap.edu/catalog/2235/measuring-what-counts-a-conceptual-guide-for-mathematics-assessment

Other necessary handouts and/or readings will be passed out in class or will be available on Blackboard. You MUST have a valid UTEP login and password to access Blackboard via my.utep.edu.

This is technology-enhanced course. Most of the time we will meet face-to-face.

Most of students' works will be submitted via Blackboard. Every time you submit your work through Blackboard, you would need to have a hard copy of this work in your portfolio (and provide me with another copy). You will also need to have the electronic copy stored on your memory flash drive/usb and bring it to class every time we meet.

Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester.

Guidelines for submissions to Blackboard: follow all the instructions provided in the homework description. Sometimes you will be replying to BlackBoard Email message and attach your submission to the email message; sometimes you will be asked to submit your work in Discussion Board.

Each submission should have appropriate subject (e.g. "FirstName_Last Name, Home Work, due date").
Attach submission files that have the file names as specified in the homework description. A submission that does not have a proper subject and/or file name will be assigned 0 points. Please, follow the guidelines for submission provided in the homework assignment.

Academic integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

It is expected that work you submit will represent your own effort (or your own group's effort, if it is a group project), will not involve copying from or accessing unauthorized resources or people (e.g., from a previous year's class), and will appropriately acknowledge allowable references that you do consult. Violations are unacceptable and will be referred to the Dean of Students Office for possible disciplinary action. Don't resubmit work completed for other classes without specific acknowledgment and permission from me.

For Group Work: Within a group, members are allowed to divide up subsets of the project for which individuals will take the initial responsibility for coordinating efforts, but it is assumed that by the time a group turns in a write-up that all members have read, discussed, and understand all parts of what is being turned in. Group members may even discuss general ideas and strategies with members of other groups, but NOT share parts of actual written work.

No use of cellular phones is permitted in class.

UTEP EDGE Alignments:
This course will help students gain experience of (1) research and scholarly activity, (2) learning communities, (3) creative activity and help students enhance skills of (a) problem-solving, (b) communication, and (c) critical thinking.

Equal Educational Opportunity
In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu

Course Framework and Philosophy

Based on a vision articulated by the National Council of Teachers of Mathematics (NCTM) and Texas Education Agency (TEA), this course introduces pre-service teachers to pedagogy methods, strategies, and materials for teaching all students mathematics in grades 4-8.

This course will be an integrated seminar in which you will have the opportunity to:

1. Combine mathematics education theory with experience in creating teaching strategies
2. Plan and participate in hands-on explorations
3. Practice reflective teaching using theoretical and practical implications of these experiences
4. Demonstrate knowledge and skill in TExES Math Content Competencies and Pedagogy and Professional Responsibility (PPR) Competencies. The TExES standards and competencies will be integrated into this course and all related assignments.

This course provides a concentrated review of basic mathematics, mathematical concepts and algorithms applicable to the intermediate and middle school grades. The emphasis will be placed on teaching and learning mathematics using "conceptual" understanding of mathematics. By "conceptual", we mean dealing with mathematics using real understanding, not merely rote, computational approach that just means obtaining the correct final answer. The topics will include real numbers and operations on real numbers, geometry and measurement, statistics and probability, and algebra (patterns, variables, and functions).

Emphasis will be placed on math content that should be taught to students (grades 4-8), video lesson observations and analysis, lesson planning, and inquiry teaching. Projects involving problem-based teaching and learning will be part of your assignments. Further emphasis will be given to the appropriate use of manipulatives, cooperative learning, verbalizing mathematics, teaching problem-solving techniques, assessment of student performance, and technology.

This course will not be in lecture-only format, but will include significant time for you to create your own manipulatives, approaches, strategies, innovative techniques to figuring out math problems and present the most visual, natural way how to teach similar concepts to the children in elementary and middle grades. Regardless of your current level of background knowledge or past classroom experiences, you owe it to yourself and your future students to come to this class with openness to learning mathematics in new ways.

The goal is to create a community of learners who will incorporate innovative teaching and methods and technology, practice and reflect on their teaching, developing their skills as effective teachers of mathematics.

We will reflect upon our own experiences and beliefs about mathematics. We will look at mathematics as a discipline and compare more traditional ideas about what it means to 'know' and 'do' mathematics to the vision of mathematics advocated by the reform movements as well as what it means to 'know' and 'do' mathematics relying on constructivist principles of learning and teaching. Some related questions include:

• What makes a 'good mathematical task', and how can a good task support students' learning?
• How do children make sense of mathematics concepts?
• How can tools (including manipulatives, calculators, and other technology) assist children in their thinking and problem solving?
• What are the roles of a teacher in a math classroom? What are the roles of the students?
• What do we need to think about when planning and implementing a mathematics lesson?
• How can we adjust our instruction based on what we learn from students?

Course Objectives and Student Learning Outcomes

COURSE SPECIFIC LEARNING OUTCOMES **Students will be able to:**	**Measurements (means of assessment for student learning outcomes listed in first column):**
1. Standard V. Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically. Student Learning Outcomes: Apply content knowledge to construct a mathematical model of a real-world situation, analyze and evaluate how well the model represents the situation based on results.	a. Quizzes b. Electronic Databases Literature Searches c. Presentations c. Pre-Post tests
2. Standard VI. Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge. Student Learning Outcomes: Use mathematics to model and solve problems in other disciplines to show the integration and the relevance of mathematics to the linguistic, cultural, and socioeconomic background of students.	a. Quizzes b. Electronic Databases Literature Searches c. Presentations c. Pre-Post tests
3. Standard VII. Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics. Student learning Outcomes: Apply theories and principles of learning mathematics to plan and implement developmentally appropriate and effective instructional activities for all students.	a. Quizzes b. Electronic Databases Literature Searches c. Presentations c. Pre-Post tests
4. Standard VIII. Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student	a. Quizzes b. Electronic Databases Literature Searches

progress. Student learning Outcomes: Select or design and administer a variety of appropriate assessment instruments and/or methods (e.g., formal/informal, formative/summative) to monitor student understanding of mathematics and progress over time.	c. Presentations c. Pre-Post tests
5. Standard IX. Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development. Student learning Outcomes: Become life-long learners who renew their skills by critically and effectively reflecting upon, evaluating, and implementing research-based materials in the mathematics classroom.	a. Quizzes b. Electronic Databases Literature Searches c. Presentations c. Pre-Post tests

These standards can be downloaded from the following SBEC website:
http://tea.texas.gov/sites/default/files/4-8math.pdf

Course Requirements and Assignments
Assigned readings are a vital aspect of the course. Students will present math activities described in the selected readings provided on BlackBoard, they also will be asked to research UTEP electronic databases, download mathematics education articles and create their own math activities using manipulatives and technology. Short quizzes related to the ideas and concepts discussed in the presentations, will be regularly given to students during the class. **Late assignments will not be accepted.**

Reports and reflections must be **word-processed** with double-spacing and standard (Times New Roman) 12-point fonts, checked for spelling/grammar, and have any appropriate output/graphics electronically pasted into the document. Correct grammar and spelling is expected (use free online service Grammarly.com).

Each attendance and participation will count towards final grade. It will be taken each meeting using a sign-in sheet (which is your responsibility to make sure you sign). **Your active participation in each class session is vital to your learning as well as to the learning of other students in the class.**

The instructor may count late arrival, early departure, or blatant nonparticipation as a half-absence or even a full absence, depending on what is missed. We meet only once a week and most of the activities in this course involve collaborative learning, group activities or discussions. If you miss quiz or test, you will get score of 0.

I expect you to attend all face-to-face class meetings, be prepared to engage in active, collaborative participation during the session, whether it is the whole group discussion, collaborative group activity, or individual reflection.

Preparation for class involves completion of assigned readings and writing tasks. If you are unable to attend a class session, please let me know beforehand. You are responsible for

contacting someone in the class to find out what was happening in your absence, and to get copies of notes, handouts and announcements.
In case of emergencies, you are asked to provide written documentation of the emergency at the *earliest* opportunity.

If you will have absence for religious holy days (which are excused, of course), send me e-mail on Blackboard as soon as possible. As the UTEP *Catalog* says, "When in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." To be specific, since each meeting is a week's worth of the course, having **more than two absences (during face-to-face sessions) may result in an instructor-initiated drop**. On a positive note, excellence in attendance will improve your grade, as you can see by the formula under "Grades."

Students with disabilities: If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Basic skills requirement
Proficiency in the basic skills, as described by the National Council of Teachers of Mathematics, should be demonstrated during the semester. To demonstrate proficiency, you will be required to complete a series of tests of basic skills covering fundamental topics in the following areas: whole number, integers, fractions, decimals, geometry, measurement, ratio, proportion, percent, probability and statistics, and algebraic reasoning.

Course Assignments

- **Class participation/Discussions – 5%**

Class participation and discussion will take place every day in class. This is extremely important, as the discussion will drive the class and allow for all of you to grow as learners. For this reason, participation and discussion will be graded daily.

- **Daily Quizzes (Individual Work) – 15%**

Unless otherwise announced, every day will start with a short quiz—all topics on previously assigned readings/projects are "fair game" for a quiz question.
Please, write on both sides of the paper. You will have approximately 10-15 minutes to write out your answers.

- **Electronic journals searches** (Individual and Group Work) – **20%**

We will be using Electronic Databases from UTEP Library on a continuous basis. Make sure to

become familiar with this wonderful resource. Part of every assignment would include some search in Electronic Database.

- **Group presentations** (Individual and Group Work, see rubric at the end of syllabus) – **40%**

- **Pre-post tests** (Individual Work) -**20%**

Extra Credit: throughout the semester you will be provided with opportunities to receive extra credit. Typically, extra credit constitutes the grade equivalent to one successful quiz completion.

Grades will be provided twice a month (average grade). They will be submitted through BlackBoard email.

Course Calendar

DATE	Activities	Assignments
Week 1: 8/27	• Introductions • Syllabus Overview • Blackboard/announcements • Pre-test	**Read Chapter 1 (posted on BlackBoard)**
Week 2: 9/3	• UTEP ELECTRONIC library Database presentation • Groups setting • Preparation for Chapter 1 presentation	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 2).
Week 3: 9/10	•Chapter 1 presentation •Preparation for Chapters 2 and 5 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 3).
Week 4: 9/17	• Chapter 2 presentation • Preparation for Chapters 5 and 7 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 4).
Week 5: 9/24	• Chapter 5 presentation • Preparation for Chapters 7 and 9 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 5).
Week 6: 10/1	• Chapter 7 presentation • Preparation for Chapters 9 and 12 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 6).

DATE	Activities	Assignments
Week 7: 10/8	• Chapter 9 presentation • Preparation for Chapters 12 and 14 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 7).
Week 8: 10/15	• Chapter 12 presentation • Preparation for Chapters 14 and 15 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 8).
Week 9: 10/22	• Chapter 14 presentation • Preparation for Chapters 15 and 16 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 9).
Week 10: 10/29	• Chapter 15 presentation • Preparation for Chapters 16 and 17 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 10).
Week 11: 11/5	•Chapter 16 presentation •Preparation for Chapters 17 and 18 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 11).
Week 12: 11/12	• Chapter 17 presentation • Preparation for Chapters 18 and 19 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 12).
Week 13: 11/19	• Chapter 18 presentation • Preparation for Chapters 19, 21 and 22 presentations	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 13).
Week 14: 11/26	• Online Assignment	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 14).
Week 15: 12/03	• Chapters 21 & 22	Follow assignment guidelines under discussion forum via Blackboard Discussion Board (Week 15).
Week 16: 12/10	• Post-Test	Specific instructions (if available) will be posted in Blackboard Discussion Board

Assigned Chapter					
Chapter 1 (Use additional materials provided on BB)	pp. 1-3 Group 1 presents	pp. 3 - 5 Group 2 presents	pp. 5-6 Group 3 presents	pp 6-9 Group 4 presents	pp. 9-10 Group 5 presents
Chapter 2 (Use additional materials provided on BB)	pp.13-15 Group 5 presents	pp.15-19 Group 1 presents	pp.20-23 Group 2 presents	pp.23-26 Group 3 presents	pp.26-29 Group 4 presents
Chapter 5 (Use additional materials provided on BB)	pp.76-80 Group 4 presents	pp.80-84 Group 5 presents	pp. 84-87 Group 1 presents	pp.87-89 Group 2 presents	pp.89-91 Group 3 presents
Chapter 7 (Use additional materials provided on BB)	pp.111-114 Group 3 presents	pp.114-116 Group 4 presents	pp.116-118 Group 5 presents	pp.118-120 Group 1 presents	pp.120-122 Group 2 presents
Chapter 9 (Use additional materials provided on BB)	pp. 145 – 148 Group 1 presents	pp. 148 – 153 Group 2 presents	pp. 154 – 156 Group 3 presents	pp. 157-161 Group 4 presents	pp. 161-164 Group 5 presents
Chapter 12 (Use additional materials provided on BB)	pp.213-219 Group 2 presents	pp.219-223 Group 3 presents	pp.223-226 Group 4 presents	pp.226-232 Group 5 presents	pp.232-237 Group 1 presents

Chapter 14 (Use additional materials provided on BB)	pp.254-261 Group 1 presents	pp.262-263 Group 2 presents	pp.263-266 Group 3 presents	pp.267-271 Group 4 presents	pp.272-280 Group 5 presents
Chapter 15 (Use additional materials provided on BB) Question 1 Discussion and exploration	pp.286-290 Group 5 presents	pp.291-295 Group 1 presents	pp.296-298 Group 2 presents	pp.299-303 Group 3 presents	pp.304-306 Group 4 presents
Chapter 16 (Use additional materials provided on BB)	pp.309-312 Group 4 presents	pp.312-316 Group 5 presents	pp.317-321 Group 1 presents	pp.321-324 Group 2 presents	pp.324-326 Group 3 presents
Chapter 17 (Use additional materials provided on BB)	pp.328-330 Group 3 presents	pp.330-333 Group 4 presents	pp.333-336 Group 5 presents	pp.336-341 Group 1 presents	pp.342-345 Group 2 presents
Chapter 18 (Use additional materials provided on BB)	pp.348-350 Group 2 presents	pp.351-353 Group 3 presents	pp.353-357 Group 4 presents	pp.358-363 Group 5 presents	pp.363-366 Group 1 presents
Chapter 21&22 (Use additional materials provided on BB)	pp.440-445 Group 1 presents	pp.445-453 Group 2 presents	pp.456-460 Group 3 presents	pp.460-464 Group 4 presents	pp.465-468 Group 5 presents

Rubric for Group's Presentation

I. Peer Evaluations:
Using the following rubric, you will be asked to evaluate your peer's contribution to the group assignment. This peer evaluation is worth 20 points. Your score will be calculated by averaging the scores provided by the members of your group.

Rubric for Assessing Group Members' Ability to Participate Effectively as Part of a Team

Group Topic:____

Rater:____ Date:______________

(Circle the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Criterion	Excellent (4)	Good (3)	Needs Improvement (2)	Unacceptable (1)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; at times converses with others when another team member is speaking	Does not restate what others say before responding; frequently interrupts; does not solicit contributions from others; is readily distracted; often converses with others when another team member is speaking
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejects; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to the ideas even if rejects	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically does not complete assignments; typically comes to team sessions without necessary documents and materials
Contribution	Always contributes; quality of contributions is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team, articulates outcomes for each session and each project, keeps team on schedule, foregrounds collaboration and integration of individual efforts	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for sessions or projects	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team members become anarchical

II: Grading Rubric for Group Presentation

Students' Names:_____

Title of Lesson: _____

TRAIT	4	3	2	1
NONVERBALSKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

VERBAL SKILLS				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

CONTENT				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ACTIVITIES	Activities are very well-thought, executed very effectively, very interesting and relevant for the target grade level	Activities are well-thought, executed effectively, interesting and relevant for the target grade level	Activities are somewhat well-thought, executed somewhat effectively, somewhat interesting and relevant for target grade level	Activities are not planned effectively and are not relevant for the target grade level.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.
AUDIENCE ADAPTATION	The student is able to effectively keep the audience engaged.	The student is able to keep the audience engaged most of time.	The student is somewhat able to keep the audience engaged.	The student is not able to keep the audience engaged.

This syllabus is subject to change as needed.