University of Texas at El Paso
College of Education

MTED 5318 (Hybrid)
CRN 16773

Fall 2016
Teaching and Learning with Technology in the Mathematics Classroom

Class meeting time: 5:30 pm - 8:50 pm, Wednesdays, Educ. 402. Location: face-to-face sessions will be meeting in Educ. 402, online sessions will be conducted via Blackboard.

Instructor Contact Information:
Dr. Kosheleva, Department of Teacher Education
Office: Educ. 607
Phone: 747-7588
E-mail: olgak@utep.edu
Office Hours: Wednesdays, 4:30 – 5:30 pm, 8:20 – 9:35 pm (Educ. 402), or by appointment.

Materials/resources we will be using:

- This website includes resources for revised Texas Essential Knowledge and Skills (TEKS) for all grade levels (Mathematics is in Chapter 111):
  http://tea.texas.gov/curriculum/teks/
  http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html
  http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)/Texas_Essential_Knowledge_and_Skills_in_Spanish/

- Revised Mathematics TEKS: Side-by-Side TEKS Comparison
  http://www.texasgateway.org/resource/revised-mathematics-teks-side-side-teks-comparison

- Texas College Readiness Standards
  http://www.thecb.state.tx.us/collegereadiness/CRS.pdf

- TExES website
  http://www.texas.ets.org/texes/

- TExES Math Content and Pedagogy and Professional Responsibilities (PPR) Preparation Manuals
  http://www.texas.ets.org/texes/prepMaterials/

- SBEC website
  http://www.sbec.state.tx.us/SBECOnline/default.asp

- Common Core Standards
  http://www.corestandards.org/

- National Council for Teachers of Mathematics (NCTM)
• NCTM Curriculum Focal Points
  http://www.nctm.org/focalpoints.aspx

• A Brief History of Mathematics Education and the NCTM standards

• Strategic Use of Technology in Teaching and Learning Mathematics. A Position of the National Council of Teachers of Mathematics

• International Society for Technology in Education. National Educational Technology Standards (standards for teachers)
  http://www.iste.org/standards/standards/standards-for-teachers

• Science NetLinks
  http://www.sciencenetlinks.com/
  http://sciencenetlinks.com/search/?q=technology&content_types=All

• These websites provides a wide selection of virtual manipulatives interactive games for teaching mathematics
  http://nlvm.usu.edu/en/nav/vlibrary.html
  http://www.shodor.org/interactivate/activities/
  http://www.fisme.science.uu.nl/publicaties/subsets/rekenweb_en/

• Math Activities and Blackline Masters
  http://www.ixl.com/?gclid=CMWO9Z3i6KoCFZYb2godPmnQOw
  http://wps.ablongman.com/ab_vandewalle_math_6/

• WIKI
  https://en.wikipedia.org/wiki/Main_Page

• The Trends in International Mathematics and Science Study - is a world-wide assessment and research project that conducts mathematics and science assessments to 4th and 8th grade students from more than 60 counties including the United States every four years. Please, register for this website.
  http://timssandpirls.bc.edu/
  http://timssvideo.com

• Annenberg Learner
  http://www.learner.org/courses/teachingmath/
Abstractmath website provides variety of models and representations
http://www.abstractmath.org/MM/MMRepsModels.htm

These websites describe different aspects of math representations
http://www.pictorialmath.com/Home.html
http://www.losmedanos.edu/deved/documents/m25_student_work_multiple_representations_000.pdf

Statistics Education Research Group
http://www.umass.edu/srri/serg/projects/tp/tpmain.html

Texas Instruments research

Materials: You will need to bring to each class session name tag with your name. Other things that might be useful: calculator, graph paper, poster board, colored pens, scissors and tape.

Course handouts (such as activity handouts, rubrics and readings)
Course handouts will be made available on Blackboard. You MUST have a valid UTEP login and password to access my.utep.edu, Blackboard, and many other relevant UTEP websites. A UTEP e-mail address is required for all e-correspondence and more effective communication.

Students are strongly encouraged to obtain access to:
1) Microsoft Office, and 2) an internet browser such as Chrome and/or Firefox (with updated Adobe Flash Player and Java).

Course Objectives

We will learn, discuss and critically analyze different theories about using different types of technology to teach Mathematics and/or integrated STEM disciplines. Students will determine appropriate roles for technology in teaching key concepts in specified mathematical domains (e.g. algebra, geometry, and statistics) through their own inquiry-based experiences. Students will reflect upon their own experiences and beliefs about mathematics, on constructivist principles, and, based on the discussed and presented research literature, will make decisions on the use of technology and its impact on mathematics learning and teaching.

The objectives of the course are:

1. To study current research trends and issues in the use of technology for teaching and learning of mathematics
2. To identify and discuss problems associated with the use of technology for teaching and learning mathematics
3. To learn how incorporate technology, including web-based resources and open source materials, into classroom practice (i.e. curriculum planning and lesson planning)
4. To define areas of technology education research most applicable to advancing the teaching and learning of mathematics

The content areas domains are:

- Algebra
- Quantitative reasoning (Statistical reasoning)
- Geometry

Course Structure:

Each face-to-face class session will consists of a brief lecture and/or students’ interactive discussion/presentation, and problem solving activities.
You will be required to take notes during each class session.
During online sessions you will be asked to read mathematics education papers and chapters provided on BlackBoard, search UTEP Library Electronic Databases, write reflections and participate in online discussion (all these activities will be conducted via Blackboard).

Course Requirements

- It is expected that students will attend all classes and actively participate in working on projects and class discussions. Students are expected to prepare for each class session. Lateness to class is strongly discouraged. With the emphasis on collegiality it is important that all group members be in class to contribute to the group’s effort in developing an understanding of what it means to teach mathematics effectively.

- Each attendance and participation (with positive attitude) will count towards final grade. Attendance will be taken each meeting using a sign-in sheet (it is your responsibility to make sure you sign); sometimes you will be asked to sign in the beginning of class session, and at the end of class session. Your active participation and positive attitude towards learning in each class session is vital to your learning as well as to the learning of other students in this 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. In this class we meet only once a week and most of the activities involve collaborative learning, group activities or discussions. Students may miss a total of two classes, and these absences may be excused and/or unexcused absences. Each absence will affect your grade.

More than two absences may result in a student being dropped from the course. I hold the right to drop a student from a course after two absences.

The official UTEP attendance policy for undergraduate students is as follows:

“The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, however, 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.” (UTEP Undergraduate Catalog).

- Assigned readings are a vital aspect of the course. You will be asked to write reflections on your readings, research and create your own technology enhanced math activities. The schedule of topics and reading assignments may change over the course of the semester. Any changes to the syllabus will be announced in class. Every student is responsible for these changes whether or not the student is present in class. Type and spellcheck all assignments. All assignments should be double spaced with a 12 point font. Number your pages, preferably using a header or footer. Correct grammar and spelling are expected. Further guidelines for the final project will be provided in class. Students are expected to follow APA format guidelines.

- During some sessions quizzes on assigned readings will be conducted.

- You will be asked to take reflection notes during or after each class session.

- There will be several comprehensive exams and ongoing group/individual presentations.

- 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 relevant search in Electronic Database.

- Organizing/facilitating interactive Discussions/Presentation.

Each group will be prepared to facilitate interactive discussions with students from the class. You will present the selected chapter and your Meta lesson using interactive activities.
Your role is to be "peer leaders", that is while other students work in small groups, you will be providing content activities, and will help to maintain and encourage student interest and focus on conceptual understanding through a Socratic questioning dialog. You should also promote interaction within and among groups participated in content activities. The ultimate goal: by participating in hands-on activities, students will be actively constructing their own knowledge and deepen their understanding of mathematical concepts and procedures (group work).

**Extra Credit:** you will have many opportunities to receive extra credit, e.g., you will be invited to participate in service learning, tutoring, participate in College of Education focus groups, surveys, conferences etc.

**Course Assignments**

1. Evaluation of web-based, open source materials and technology-enhances mathematical lessons. Presentations of findings. Online Discussions. Rubric for evaluation will be provided on BlackBoard. Individual/Group work.

2. Pre/posttests, surveys, and quizzes. Individual work.


**Student Learning Outcomes**

The course’s learning outcomes will require the student to acquire throughout the semester new knowledge and skills and build upon them. The following table provides a list of the most relevant student learning outcomes for the course. The following outcomes are aligned with SBEC-approved Texas educator standards.

These outcomes are also aligned with NCTM Technology statement.

**Table 1. Student learning outcomes and assessment**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
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</thead>
<tbody>
<tr>
<td>By the end of course, the successful student will be able to:</td>
<td>To evaluate these outcomes, the faculty member will use the following assessment procedures:</td>
</tr>
</tbody>
</table>
| 1. Develop an understanding of current issues, practices and directions in mathematics curriculum and strategic use of technology in the teaching and learning of mathematics. | a. Class readings, discussions/presentations  
b. Quizzes and exams  
c. Graded Electronic Databases Literature searches. |
| 2. Develop knowledge and skills in using selected educational technology.                | a. Class readings, discussions/presentations  
b. Quizzes and exams  
c. Graded Electronic Databases Literature searches. |
| 3. Identify and analyze effective strategies for using content-specific mathematics technologies. Develop understanding how such technology supports students in exploring and identifying mathematical concepts and relationships. | a. Class readings, discussions/presentations  
b. Quizzes and exams  
c. Graded Electronic Databases Literature searches. |
| 4. Identify and analyze effective applications of content-neutral technologies that      | a. Class readings, discussions/presentations  
b. Quizzes and exams |

potentially may increase students’ access to information and ideas and may enhance student–student and student–teacher interactions to support and enrich sense making.

5. Teachers and future teachers must be able to make knowledgeable decisions, develop skills that will help them to determine when and how technology can enhance students’ learning.

   a. Class readings, discussions/presentations
   b. Quizzes and exams
   c. Graded Electronic Databases Literature searches.

6. Increase their confidence to teach mathematics.

   a. Class readings, discussions/presentations
   b. Quizzes and exams
   c. Graded Electronic Databases Literature searches.

7. Improve their ability to manage and assess their pupils’ mathematics learning. Discover innovative methods of instruction to increase effectiveness and pupils’ engagement, learning, and thinking.

   a. Class readings, discussions/presentations
   b. Quizzes and exams
   c. Graded Electronic Databases Literature searches.

8. Improve their capacity to think reflectively and creatively about their teaching of mathematics.

   a. Class readings, discussions/presentations
   b. Quizzes and exams
   c. Graded Electronic Databases Literature searches.

9. Increase their capacity to become an agent of change in the field of mathematics education.

   a. Class readings, discussions/presentations
   b. Quizzes and exams
   c. Graded Electronic Databases Literature searches.

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**Assessment and Grading:**

Your grade will be determined by the level of you fulfilling the following requirements. There are five benchmarks for this course. Your success in fulfilling these benchmarks will determine your grade for the course:

Grade "A": Student meets all the requirements, completes all assignments, and turns in all assignments (including tests) on time. The average grade for assignments (including all extra credit) and tests is A.

Grade "B": Student meets all the requirements, but does not complete all assignments, submits some assignments after the due date, has excessive absences. The average grade for assignments (including all extra credit) and tests is B.

Grade "C": Student does not meet all of the benchmarks, does not complete all assignments, submits most assignments after the due date, and has excessive absences. The average grade for assignments (including all extra credit) and tests is C.

Each month cumulative grade for that month will be provided.

**Requirements for course success:**

1. You should become an expert in working with UTEP Library electronic database.

2. You should become knowledgeable and proficient in working with Blackboard.

3. You will work as a cooperative member of the community of learners that comprises this class.
Grade Distribution

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation/Positive Attitude</td>
<td>26%</td>
</tr>
<tr>
<td>Reflections/Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations/Interactive Discussions</td>
<td>25%</td>
</tr>
<tr>
<td>Tests</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**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, 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.

Participants are expected to abide by the UTEP policies concerning academic honesty. Specifically:

*Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.*

(Source: [http://cetalweb.utep.edu/sun/cetal/events/docs/Academic_Dishonesty.htm](http://cetalweb.utep.edu/sun/cetal/events/docs/Academic_Dishonesty.htm)).

The course instructor reserves the right to adjust the course syllabus or change assignments as needed.

**Table 2. Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: course content. Presentation of materials posted on Blackboard. Presentation of UTEP Library electronic databases. Pre-Test.</td>
</tr>
<tr>
<td>Aug 24 F2F</td>
<td>Search activities for relevant articles in Math Education journals. Please, follow assignment guidelines posted in the Blackboard Topic, <strong>Discussion Forum &quot;Week 2&quot;</strong> (if available).</td>
</tr>
<tr>
<td>Week 2</td>
<td>Search activities for relevant articles in Math Education journals. Students’ presentations related to search activities. Presentation of materials posted on Blackboard. Please, follow assignment guidelines posted in the Blackboard Topic, <strong>Discussion Forum &quot;Week 3&quot;</strong> (if available).</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Hands-on Activities, presentations. Specific instructions (if available) will be posted in BB, <strong>Discussion Forum “Week 4”</strong>.</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>ONLINE</strong></td>
</tr>
<tr>
<td>Sep 7</td>
<td>Search activities for relevant articles in Math Education journals. Students’ presentations related to search activities. Presentation of materials posted on Blackboard. Please, follow assignment guidelines posted in the Blackboard Topic, <strong>Discussion Forum &quot;Week 3&quot;</strong> (if available).</td>
</tr>
<tr>
<td>Week 4, Sep 14, F2F</td>
<td>Hands-on Activities, presentations. Specific instructions (if available) will be posted in BB, <strong>Discussion Forum “Week 4”</strong>.</td>
</tr>
<tr>
<td>Week 5, Sep 21</td>
<td>Hands-on Activities, presentations. Specific instructions (if available) will be posted in BB, Discussion Forum “Week 5”.</td>
</tr>
<tr>
<td>Week 6 Sep 28</td>
<td>Hands-on Activities, presentations. Specific instructions (if available) will be posted in BB, Discussion Forum “Week 6”.</td>
</tr>
<tr>
<td>Week 7 Oct 5</td>
<td>Class will start at 6 pm. Hands-on Activities, presentations. Specific instructions (if available) will be posted in BB, Discussion Forum “Week 7”.</td>
</tr>
<tr>
<td>Week 8 Oct 12</td>
<td>Specific instructions (if available) will be posted in BB, Discussion Forum “Week 8”.</td>
</tr>
<tr>
<td>Week 9 Oct 19</td>
<td>Hands-on Activities, presentations. Specific instructions (if available) will be posted in BB, Discussion Forum “Week 9”.</td>
</tr>
<tr>
<td>Week 10 Oct 26</td>
<td>Specific instructions will be posted in BB, Discussion Forum “Week 10”.</td>
</tr>
<tr>
<td>Week 11 Nov 2</td>
<td>Hands-on Activities, presentations. Explorations on mathematical probes. Specific instructions (if available) will be posted in BB, Discussion Forum “Week 11”.</td>
</tr>
<tr>
<td>Week 12 Nov 9</td>
<td>Hands-on Activities, presentations. Specific instructions (if available) will be posted in BB, Discussion Forum “Week 12”.</td>
</tr>
<tr>
<td>Week 13 Nov 16</td>
<td>Specific instructions (if available) will be posted in BB, Discussion Forum “Week 13”.</td>
</tr>
<tr>
<td>Week 14 Nov 23</td>
<td>Specific instructions (if available) will be posted in BB, Discussion Forum “Week 14”.</td>
</tr>
<tr>
<td>Week 15 Nov 30</td>
<td>Specific instructions (if available) will be posted in BB, Discussion Forum “Week 15”.</td>
</tr>
<tr>
<td>Finals week December 7</td>
<td>Final will start at 6 pm. Final post-test, post-survey.</td>
</tr>
</tbody>
</table>

**Students with Disabilities**

If you have or believe you have a disability, you may wish to identify yourself. You can do this by contacting the Center for Accommodations and Support Services Office (915-747-5148, email cass@utep.edu) to show documentation of a disability or to register for testing and services. Students who have been designated as
disabled must reactivate their standing with this office yearly. Please, visit the following website for more details:
http://sa.utep.edu/cass/

Copyright Notice
Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

*The course instructor reserves the right to adjust the course syllabus or change assignments as needed. Remember that our course syllabus and class schedule are living documents and can change. Any changes to the syllabus will be announced in class or will be emailed to each student (via BB email).

Appendices: Relevant Rubrics

### Grading Rubric for Online Discussion

<table>
<thead>
<tr>
<th>Points</th>
<th>5</th>
<th>3-4</th>
<th>1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>The message uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Some messages do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).</td>
<td>Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
<td>Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar. Writing style can still be conversational rather than formal. The writing does not have to be flawless, but it will be better than average writing.</td>
<td>Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.</td>
<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Messages that originate a thread usually generate responses. Student does not start a topic or pose a question and then abandon it.</td>
<td>Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively.</td>
<td>Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses.</td>
</tr>
</tbody>
</table>
### Grading Rubric for Short Reflection

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Does not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good (10-8 pts)</td>
<td>Fair (7-4 pts)</td>
<td>Poor (3-1 pts)</td>
</tr>
<tr>
<td><strong>Short Reflection</strong></td>
<td>The piece is</td>
<td>Shows adequate</td>
<td>Does not adequately</td>
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<tr>
<td></td>
<td>thoughtful,</td>
<td>reflection along</td>
<td>address the question</td>
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<tr>
<td></td>
<td>engaging,</td>
<td>with some level</td>
<td>or prompt, and shows</td>
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<tr>
<td></td>
<td>and clearly</td>
<td>of thoughtfulness,</td>
<td>limited thoughtfulness.</td>
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<tr>
<td></td>
<td>written. The</td>
<td>and may or may</td>
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<td></td>
<td>piece shows</td>
<td>not have</td>
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<td></td>
<td>careful</td>
<td>responded</td>
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<td></td>
<td>consideration</td>
<td>directly to</td>
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<td>of the topic</td>
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<td>at hand. It</td>
<td>prompts and</td>
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<td>responds</td>
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<td>directly to</td>
<td>meaningful</td>
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<td>the question or</td>
<td>connections with</td>
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<td>meaningful</td>
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<td>connections</td>
<td>piece has</td>
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<td>been proofread.</td>
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<td>course content.</td>
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</table>

### Grading Rubric for Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Good (10-8 pts)</th>
<th>Fair (7-4 pts)</th>
<th>Poor (3-1 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Content and Summary</strong></td>
<td>Solid knowledge and understanding of the topic to be presented is demonstrated. The presentation is clear and understandable.</td>
<td>Good knowledge and understanding of the topic to be presented is demonstrated. The presentation is clear and understandable, but some important points are not addressed.</td>
<td>Weak knowledge and understanding of the topic to be presented is demonstrated. The presentation is unclear.</td>
</tr>
<tr>
<td><strong>Critical Thinking and Argumentation</strong></td>
<td>Strengths and weaknesses that are central to the key points of the article are addressed. The discussion of strengths and weaknesses take up the majority of the assignment.</td>
<td>Strengths and weaknesses that are peripheral to the article are addressed. The discussion of strengths and weaknesses take up the majority of the assignment.</td>
<td>Strengths and weaknesses are addressed peripherally or not at all. The discussion of strengths and weaknesses take up only a small part of the assignment.</td>
</tr>
<tr>
<td><strong>Organization and Communication Accuracy</strong></td>
<td>The presentation is well organized, has a very clear intro, body and conclusion. The purpose of the presentation is clear from the very beginning. There are no grammatical errors or typos. APA and page length requirements (if applicable for the assignment) are met.</td>
<td>The presentation is organized, has an intro, body and conclusion. The purpose of the paper becomes clear within the paper. There are few grammatical errors or typos. APA and page length requirements (if applicable for the assignment) are met.</td>
<td>The presentation is not well organized, has an unclear or non-existent intro, body and conclusion. The purpose of the paper is unclear. There are many grammatical errors and/or typos. APA and page length requirements (if applicable for the assignment) are not met.</td>
</tr>
</tbody>
</table>
Participation Rubric

Throughout the semester students are expected to:

- Be present (in mind and body) and be well prepared for class.
- Participate fully in class activities and assignments – take an active part in the work of small and large group; participate in discussions and attend class face-to-face sessions. Understand your roles and responsibilities in acquiring Student Learning Outcomes for this class.
- Make insightful comments, informed by required reading and your own critical thinking. Demonstrate reflections on your readings. Come to class with questions, comments and thoughts on readings.
- Treat class activities, group discussions as important components of the course, showing respect for fellow classmates and the course material.

Participation points will be assigned based on the extent to which students meet the above criteria.

<table>
<thead>
<tr>
<th>Description of performance</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student <strong>exceptionally and consistently</strong> demonstrates the criterion throughout the semester</td>
<td>4</td>
</tr>
<tr>
<td>Student <strong>proficiently and frequently</strong> demonstrates the criterion throughout the semester</td>
<td>3</td>
</tr>
<tr>
<td>Student <strong>satisfactory and intermittently</strong> demonstrates the criterion throughout the semester</td>
<td>2</td>
</tr>
<tr>
<td>Student <strong>inadequately and sporadically</strong> demonstrates the criterion throughout the semester</td>
<td>1</td>
</tr>
<tr>
<td>Student <strong>does not</strong> demonstrates the criterion throughout the semester</td>
<td>0</td>
</tr>
</tbody>
</table>