

MEDT 7487: Practicum in School Library Media



Semester/Year	Fall 2015
Time/Location	100% online
Instructor	Dr. Melissa P. Johnston
Office Location	Room 125, Education Annex
Office Hours	Tuesday and Wednesday 12:00 – 2:00
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Online Support	<ul style="list-style-type: none"> • Distance Helpline: (678) 839-6248 • Distance Helpline after hours: 1-877-855-3238 (Toll free) • CourseDen Home Page: http://westga.view.usg.edu • D2L UWG Online help: http://uwgonline.westga.edu/students.php • D2L 24 hour Help: https://d2lhelp.view.usg.edu/ • UWG Distance Learning: http://uwgonline.westga.edu/ • Distance Learning Library Services: http://libguides.westga.edu/content.php?pid=194430 • Ingram Library Services: http://www.westga.edu/library/

COURSE DESCRIPTION

Current issues in school media centers will be examined. Documentation of all volunteer experiences completed throughout the program will be compiled. An electronic program portfolio will be developed and prepared for sharing with peers and instructors. This course must be taken during the last semester of the program.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision, mission, and conceptual framework of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (AASL) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course will take place through optional face-to-face class time and online tools such as discussion boards, chat rooms, posting materials within CourseDen, wikis, webpages, etc.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent	Supporting Activity Equivalent
Participation	225 minutes	450 minutes
Volunteer Experience Conference	45 minutes	90 minutes
Volunteer Experience Documents	450 minutes	900 minutes
Impact on Learning	338 minutes	675 minutes
Two-Year Schoolwide Plan	225 minutes	450 minutes
Research Models	67 minutes	135 minutes
Roles of Media Spec/Exit Portfolio	450 minutes	900 minutes
Portfolio Matrix	450 minutes	900 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

COURSE OBJECTIVES

Students will:

1. document experience in all phases of the day-to-day operation of the school library media center (AASL, 2003)
(Decisive, Leading, Inquisitive, Adaptive, Collaborative, Culturally sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4; AASL/GaPSC 1.1/1.i, 1.2/1.ii, 1.3/1.iii, 1.4/1.iv, 2.1/2.i, 2.2/2.ii, 2.3/2.iii, 3.1/3.i, 3.2/3.ii, 3.3/3.iii, 4.1.4.i, 4.2/4.ii, 4.3/4.iii);
2. document knowledge of media center responsibilities in the school library media center (AASL, 2003)
(Decisive, Leading, Inquisitive, Adaptive, Collaborative, Culturally sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4; AASL/GaPSC 1.1/1.i, 1.2/1.ii, 1.3/1.iii, 1.4/1.iv, 2.1/2.i, 2.2/2.ii, 2.3/2.iii, 3.1/3.i, 3.2/3.ii, 3.3/3.iii, 4.1.4.i, 4.2/4.ii, 4.3/4.iii);
3. document collaboration with classroom teachers, media specialists, and technology specialists (AASL, 2003)
(Decisive, Leading, Inquisitive, Adaptive, Collaborative, Culturally sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4; AASL/GaPSC 1.1/1.i, 1.2/1.ii, 1.3/1.iii, 1.4/1.iv, 2.1/2.i, 2.2/2.ii, 2.3/2.iii, 3.1/3.i, 3.2/3.ii, 3.3/3.iii, 4.1.4.i, 4.2/4.ii, 4.3/4.iii);
4. describe appropriate service of special needs and multicultural groups in the school library media center (i.e., language minority students and/or individuals with either visual disability, physical disability, learning disability, or speech and hearing impairment) (AASL, 2003) (Decisive, Leading, Inquisitive, Adaptive, Collaborative, Culturally sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4; AASL/GaPSC 1.1/1.i, 1.2/1.ii, 1.3/1.iii, 1.4/1.iv, 2.1/2.i, 2.2/2.ii, 2.3/2.iii, 3.1/3.i, 3.2/3.ii, 3.3/3.iii, 4.1.4.i, 4.2/4.ii, 4.3/4.iii);
5. develop a professional portfolio reflecting the course work and volunteer experience activities they completed through the program (AASL, 2003) (Decisive, Leading, Inquisitive, Adaptive, Collaborative, Culturally sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4; AASL/GaPSC 1.1/1.i, 1.2/1.ii, 1.3/1.iii, 1.4/1.iv, 2.1/2.i, 2.2/2.ii, 2.3/2.iii, 3.1/3.i, 3.2/3.ii, 3.3/3.iii, 4.1.4.i, 4.2/4.ii, 4.3/4.iii).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):

- American Association of School Librarians. (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Library Association.
- Student Microsoft Agreement – Office Software package:
<http://www.westga.edu/assetsDept/its/MCAForm08.pdf>

Required Instructional Resource:

- **Tk20 Subscription is required for all students who began taking courses in their program Summer 2011 or later.** These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Course References :

- American Association of School Librarians and Association for Educational Communications and Technology. (n.d.). *AASL position statements*. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aasliissues/positionstatements/positionstatements.cfm>
- Andronik, C. (ed.). (2003). *School library management*. (5th ed.). Worthington, OH: Linworth.
- Bradburn, F. (1999). *Output measures for school library media programs*. New York: Neal-Schuman.
- Erikson, R., & Markuson, C. (2001). *Designing a school library media center for the future*. Chicago: American Library Association.
- Everhart, N. (1998). *Evaluating the school library media center*. Westport, CT: Libraries Unlimited.
- Framer, L. S. J. (2001). *Teaming with opportunity: Media programs, community constituencies, and technology*. Westport, CT: Libraries Unlimited.
- Lankford, M. (ed.). (2006). *Leadership and the school librarian: Essays from leaders in the field*. Worthington, OH: Linworth.
- *Media specialist handbook*. (1990). Atlanta, GA: Georgia Department of Education.
- Public Education Network & American Association of School Librarians. (2001). *The information-powered school*. Chicago: American Library Association.
- Salmon, S. (1996). *Power up your library: creating the school library media program*. Westport, CT: Libraries Unlimited.
- Santa Clara County Office of Education, Library Services. (2001). *Where do I start? A school library handbook*. Worthington, OH: Linworth Publishing.
- Stein, B. L., & Brown, W. (2002). *Running a school library media center* (2nd ed.) New York: Neal-Schuman.
- Wasman, A. M. (1998). *New steps to service: Commonsense advice for the school library media specialist*. Chicago: American Library Association.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**Assignments**

You have already completed all or most of the required 50 hours of volunteer experience in conjunction with courses you have already completed or are completing this semester. All of these volunteer experience hours accumulate to meet the volunteer experience requirement for certification. You have been maintaining the required volunteer experience log and reflection in each course. You should have participated in ALL PHASES of the school library media center during this program. At some time during your program you must have spent at least two full days in a media center from opening to closing. You also must have spent some time at all three levels; elementary, middle school, and high school. This provides an opportunity for you to visit other schools in or outside your district. The school library media centers in which you have spent time must be public schools and the media specialist must hold a clear renewable certificate in school library media.

Assignments

The following are general descriptions of the projects required for the course. **A more detailed description will be provided on each in CourseDen.**

1. Participation in Online Activities (100 pts.)

Students must participate in all assigned online activities. A variety of online communication tools such as Skype, GoToTraining, GoogleHangout and chat may be used for live sessions. There will be one REQUIRED online session in this course. All online assignments must be submitted by the due dates – see details in CourseDen and on the Course Schedule. At any point during the semester, if students realize they are not going to be able to meet a deadline they must contact the instructor immediately and consider withdrawing

prior to the last day to withdraw. Completion of the Course Evaluations (online) is also a portion of this score. (Objectives 1, 2, 3, 4, 5; knowledge, disposition; checklist)

2. Volunteer Experience Conference (20 pts.)

The student must submit the volunteer experience conference form to CourseDen by the date specified. The instructor will review the forms and have a phone/chat/in person conference with any student who has indicated any remaining volunteer experience requirements that have not been completed to discuss completion plans. (Objectives 1, 2, 3, 4, 5; knowledge, disposition; checklist)

3. Volunteer Experience Documentation (in Dropbox and Tk20) (200 pts.)

- **VE Reflection Paper with Thoughts on Required Readings (See CourseDen for readings):** Students will compile a reflection of volunteer experiences during the program. (Complete required readings prior to submitting this final, compiled reflection.) Topics that must be addressed include:
 - OVERALL VOLUNTEER EXPERIENCE REFLECTION. Provide an overall reflection on most impressive experiences in the field throughout the program.
 - SPECIAL NEEDS STUDENTS. How are needs of exceptional students addressed in the media program?
 - MULTICULTURALISM. How is multiculturalism addressed in the media program?
 - ETHICS. After reviewing materials, what did you read about ethics in the workplace that most impressed you?
 - ADVOCACY. After reviewing materials, what do you think are the most effective means for advocacy for media programs?
 - COPYRIGHT. After reviewing materials, post your thoughts on copyright. Do you feel teachers should be made aware that they can legally do more with copyrighted materials than some guidelines indicate? What is the most effective way to provide information about electronic copyright for teachers? How will you, as copyright officer in your school, explain about fair use?
 - COLLABORATION. Include some examples of how collaboration took place during time in the field.
 - PROGRAM ADMINISTRATION. Explain the contributions and duties required of para-professionals, parent volunteers, and student workers in the media program.

The reflection, should be uploaded as a single Word or PDF document in the CourseDen dropbox and in Tk20.

- **School Data Forms (including Full Day Forms): THIS IS DONE IN TK20** - Students should complete the school data forms for each MEDT course completed in the program. These should have been completed at the end of each course. **You must complete the three school data forms for elementary, middle, and high school data forms.** Some of you may only have three school data forms in your Tk20 portfolio – elementary, middle, and high school data forms. **School data forms will be graded from Tk20.**
- **Volunteer Experience Activities Checklist:** Students must complete the Activities Checklist in Tk20 OR upload the Activities Checklist form. **This information will be graded from Tk20.** (Objectives 1, 2, 3, 4, 5; knowledge, skills, disposition; checklist)

4. Two-Year Schoolwide Library Media Plan (100 pts.)

This is a collaborative group project. You may have up to 5 people in your group. This will be an opportunity to share resources and ideas with others! Hopefully everyone can contribute some of their great ideas. One of the things about us media specialist is that we do share and work together!

Students will design a two-year library media program plan for a school or district. This plan should include at least ten (10) programs to be implemented over the two-year period with at least five (5) different school

populations addressed. If desired, a theme may be chosen for each one of the two years of the plan (example: “Go green” one year, “Olympics” one year, etc.). Or these can be instructional focused programs for the year based on school wide goals such as increasing reading comprehension and your detailed plan on how the library media center can support these schoolwide goals. Each program should include a detailed description and indicate age-appropriate activities, content area activities, timeline for the events, PR advertisements used, funding if required, and a bibliography of all resources used in developing the plan. **This assignment will be submitted in the CourseDen Dropbox.**

5. Impact on Learning (in Dropbox and Tk20) (100 pts.)

Students must post at least one (1) Impact on Learning document, which is a learning project taught in the schools. It can be a project completed in one of your courses or a project you complete with students in one of your volunteer experience sites. It requires a detailed lesson plan and a pre/post test with data analysis of a large group along with a smaller subgroup from that group. A solid reflection of the instruction should be given. **The Impact on Learning document must be uploaded in the CourseDen dropbox and in Tk20.** (Objectives 1, 2, 3, 4, 5; knowledge, disposition; checklist)

6. Inquiry & Research Models Exploration (50 pts.)

Students will explore and compare a variety of research models that are most frequently used with students in PreK-12 schools and adult learners in other settings. As each model is explored, information will be recorded on the form provided. Connections between the research models and Information Literacy Standards and Technology Standards must also be identified. After all of the specified models have been explored, students will complete the other sections on the form - comparison of the models and description of the potential use for each model. Specific criteria will be posted in the “Research Models” learning module in the Content section of the course page in CourseDen. **This assignment will be submitted in the CourseDen Dropbox.** (Objective 3; checklist)

7. Electronic Portfolio Matrix (Draft 30 pts., Final 150 pts.)

Students will develop an electronic portfolio reflecting their accomplishments throughout the program based on their course work, volunteer experience opportunities, and reflections. **Early in the semester students must submit the portfolio matrix with their selected artifacts listed (at least one artifact per outcome).** The final matrix must include all of the reflections connecting projects to the standards (these reflections will also be included in the Roles of the Media Specialist/Portfolio presentation – think of the matrix as your **storyboard**). The instructor will provide feedback to make sure students are on the right track. The portfolio will be built by writing a commentary that connects projects to the Roles of the SLMS presentation; no links are required to projects within the matrix, just the name of each project you use to associate with the standard/outcome. Students will link to the matrix within the final Role of the MS/Portfolio. (Objectives 1, 2, 3, 4, 5; knowledge, skills, disposition; rubric)

8. Role of the Media Specialist Portfolio (Draft 50 pts., Final 200 pts.)

Students will develop an online portfolio on the Role of the Media Specialist which should include a link to the final Matrix and information on how strong media programs impact student achievement. Students will research several studies related to the impact of library media center programs on student achievement and discuss the role of the media specialist as related to student learning (i.e., Lance, Todd, Baumbach, Callison, Kuhlthau, Smith, etc.). This portfolio should reflect the course work you have completed during your program, your volunteer experience opportunities, and your interpretation of *Empowering Learners / AASL national standards*. The portfolio will include links to artifacts and reflective statements demonstrating competencies related to the AASL national standards for media specialists – use the portfolio matrix as a storyboard/guide. Presentation should include:

- Explanation of the five roles of the LMS as defined in *Empowering Learners*
- Discussion of how course projects and volunteer experience helped you achieve program outcomes (based on AASL standards)
- Explanation of how the media program impacts student achievement based on research studies
- Links to final matrix and all artifacts used as evidence of outcomes mastered

Students may use weebly (recommended), wiki, google, PowerPoint, or possibly another web 2.0 tool. A draft of the presentation must be submitted early in the semester. Students will link to their Roles of the SLMS presentation/Portfolio at Tk20 under the Role of the MS/Portfolio tab.

(Objectives 1, 2, 3, 4, 5; knowledge, skills, disposition; rubric)

Evaluation Procedures

Activity/assignment	Points	Assessment	Due Dates
1. Participation in online class activities (INCLUDES any REQUIRED Online sessions, Intro, Mentor info, and Course Evaluation completion)	100	Checklist	Weekly
2. Volunteer Experience Conference Form	20	Checklist	Sept. 6
3. Volunteer Experience Documentation – to Tk20 <ul style="list-style-type: none"> • Volunteer Experience Reflections – dropbox and Tk20 • Volunteer Experience Activities Checklist • School Data Forms for all courses or at least– elem, middle, and high forms • Completed AASL Competencies & Dispositions 	200	Rubric	Do not wait to begin working on this – start now. Dates are listed in Course Den for each item Complete by Nov. 2
3. Electronic Portfolio Matrix - dropbox <ul style="list-style-type: none"> • Electronic Portfolio Matrix Draft • Electronic Portfolio Matrix Final 	30 150	Checklist Rubric	Sept. 14 Sept. 28
4. Role of the Media Specialist/Portfolio <ul style="list-style-type: none"> • Draft - dropbox • Final (Including Matrix link) – dropbox and Tk20 	50 200	Checklist	Oct. 12 Oct. 26
5. Impact on Learning – dropbox and Tk20	100	Rubric	Nov. 16
6. Research Models Exploration Form - dropbox	50	Checklist	Nov. 30
7. Two-Year Schoolwide Plan (Group Project)	100	Rubric	Dec. 4

Grading Policy:

Grades for assignments will be posted on Course Den. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 1000):

A = 900-1000 points B = 800-899 points C = 700-799 points F = below 700 points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as

federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Disciplinary procedures described in the latest State University of West Georgia *Connection and Student Handbook* will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

CLASS ATTENDANCE AND PARTICIPATION

Respectful interaction with your colleagues, the professor, and all guest speakers is expected. You are part of a community of learners. In discussion postings please read your classmates' postings and respond thoughtfully.

Class requirements

- Failure to complete online assignments will be counted as 'class' absences. Late assignments, for which there is no legitimate reason, will be assessed a **10% penalty per day**.
- **Poor writing, lack of proper APA citations, or instances of plagiarism can result in point reduction or a failing grade regardless of point spread listed on the syllabus.**
- Students are required to check their UWG email and Course Den discussion board at least 1 time a day. If students post questions on CourseDen, responses will be sent within 48 hours of student posting.
- Students must participate in online chats (if scheduled).
- Students will complete the assigned online activities by the specified timelines. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this plan fails, call the Distance Learning Office and then the instructor for assistance.
- Do not wait to ask for help with CourseDen. Seek assistance immediately. Failure to complete online assignments and accesses will be counted as 'class' absences.
- Students will attend class and be prepared with materials and readings according to the schedule indicated in the Tentative Class Outline, participate in CourseDen discussion board discussions, and respond to topics presented. Internet and CourseDen access are required.
- Free MS software is available to UWG students. For details, go to <http://www.westga.edu/~mcastu/>.
- Students are expected to keep up with the SCOOP and registration deadlines so they do not miss registration dates.
- (Objectives # 1,2,3,4,5,6,7; disposition; teacher observation)

Attendance: Participation in all online components of the course is required and will be factored into the course grade.

MEDT File Naming Protocol: MEDT instructors use a file naming convention that all students should adhere to for full credit on projects. This protocol is designed to make things easier on you when it comes to compiling required

assessment and portfolio materials when you take MEDT 7487 Practicum before graduating from the program.

The file naming protocol is a simple one: course number (for instance, 6461) followed by an underscore, followed by assignment name and another underscore, followed by your first, middle and last initials, followed by a period and the file extension. Note: the file name should contain NO SPACES, and all characters should be lowercase.

So, Lauren Heather Mandel, a student in MEDT 6461, submitting her budget assignment, would name that file like this: 6461_budget_lhm.pdf, or 6461_budget_lhm.doc.

AMERICANS WITH DISABILITIES ACT

The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia:

http://www.westga.edu/studentDev/index_8884.php.

STUDENT WORK

All projects must be completed to be graded. The official communication method will be through CourseDen and campus email (MyUWG). **Students are required to post some required assignments and field experience data to Tk20.**

Questions should be posted to the DB under the Questions topic area. It is each student's responsibility to read these questions on a regular basis (at least 3 times per week) because they may pertain to students' common questions.

LATE WORK

Students are expected to submit assignments on time, by 11:59 pm on due date. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as DB postings will result in a loss of points. All assignments are due by midnight unless otherwise indicated.

EXTRA CREDIT/DUPLICATIVE COURSEWORK

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted **if** prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves professionally. Acting professionally is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.

- Treating class members, colleagues, and instructor with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones, beepers, and disruptive behavior during class meetings or during online chats).

Students who display a lack of professionalism will be contacted by the instructor immediately after the violation takes place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

COMMUNICATION POLICY

Student Email Policy: University of West Georgia students are provided a MyUWG email account which is the official means of communication between the University and students. It is the student's responsibility to check this email account for important University related information. The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website.

I believe communication is vital in online education! Also I can't help you if you don't communicate there is a problem with me. I check email several times a day – you will usually get a response from me within 24 hours (more than often in a couple of hours) unless I happen to be traveling and am without wifi. **The best way to contact me is through my email: mjohnston@westga.edu not through Course Den mail. Note that you should email me at my email address and not via Course Den. If you email via Course Den there may be a delay in my response**

Communication Expectations: Students are expected to check their UWG email at least once a day.

I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester.

Effective learning involves questions and communication. When asking course related questions please post to the appropriate course website discussion area. Several others may have the same question. Answering the question in a public forum assures that each student is receiving the same information and instruction. I will also communicate important class information via Course Den News so please check the site regularly for such information. Timely information will be accompanied by email announcement to assure you are informed.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

IMPORTANCE OF WRITING QUALITY

It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

COE Writing Expectation & Rubric

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).

COE Writing Rubric	
1 = Unacceptable	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.