

EDUC 1301 INTRODUCTION TO EDUCATION
Portrait of an Educator Assignment



Name _____ Date Submitted _____

	4	3	2	1	Total Points
Structure	Student's work is highly organized with appropriate subheadings for topics which the reader can easily follow	Student's work shows information presented in a logical sequence which reader can reasonably follow	Student's work is difficult to read because the sequence of information is inconsistent	Student's work totally and completely lacks any sense of organization or logical sequence of information	
Format	Student's work shows that <i>an appropriate video</i> was reviewed <i>or interview</i> was conducted, <i>all of the required guidelines</i> were followed, and the <i>essay style of writing</i> was utilized	Student's work shows that one of the required or given elements was omitted	Student's work shows that two of the required or given elements were omitted	Student's work shows that none of the guidelines established for the assignment were followed	
Content Summary	Student's work provides an adequate summary of the video's plot (setting, central characters, major events, climax, resolution, and ending); OR gives clear background on interviewee	Student's work shows that two major elements required for an adequate plot summary are missing; OR some questions remain unanswered about background of interviewee	Student's work shows that three major elements of the plot summary are missing; OR there are many questions that are unanswered about background of interviewee; mostly unclear	Student's work shows that four or more elements of the plot summary are missing; OR the background of the interviewee is totally unclear; a number of questions are unanswered	
Content Analysis	Student's work shows that the guiding questions provided were answered and/or discussed in depth and detail; several clear connections were made tying the observations made back to the course text or other materials	Student's work shows that there was some attempt to answer and/or discuss the guiding questions but depth or detail could still be improved; some references made back to the course text or other materials	Student's work shows that a minimal attempt was made to answer/discuss the guiding questions; noted difficulty in discussing topics in depth or detail; few references made to the course text or other materials	Student's work shows that student is totally and completely unable to answer the guiding questions, or discuss topics in depth and detail; no references at all are made to the course text or other materials	
Mechanics	Student's work has no more than 3 errors in paragraph format, spelling, grammar, capitalization, or punctuation	Student's work has no more than 4-5 errors in paragraph format, spelling, grammar, capitalization, or punctuation	Student's work has no more than 6-7 errors in paragraph format, spelling, grammar, capitalization, or punctuation	Student's work has 8 or more errors in paragraph format, spelling, grammar, capitalization, or punctuation	

EDUC 1301 INTRODUCTION TO EDUCATION
Current Issues in Education Research and Presentation Assignment



Name _____ Date Submitted _____

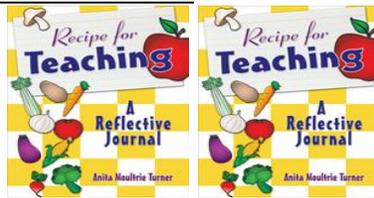
	4	3	2	1	Total Points
CONCEPTUAL DESIGN	Presentation text is summarized and presented in short phrases using bullet points; Font size is easy to read; Number of slides is sufficient for topic (12-14)	Presentation text summarization and presentation in short phrases needs little improvement; Number of slides is somewhat sufficient for topic (10-11)	Presentation text summarization or presentation needs some more improvement; Number of slides needs to be improved (8-9)	Presentation text is not at all summarized or presented in short phrases; Number of slides is totally insufficient (7 or fewer)	
CONTENT	Presentation totally and completely covers the topic in-depth with numerous details provided; clearly informs the audience and obviously shows an increased knowledge of the subject; has logical sequence, clarity of ideas, and concise and accurate factual information;	Presentation mostly covers the topic but could use a few more details; somewhat informs the audience and/or shows some increased knowledge of the subject; has few issues with logical sequencing, clarity of ideas, or the conciseness and accuracy of information	Presentation somewhat covers the topic; needs many more details; only minimally informs the audience and little increase in knowledge of the subject; has some issues with logical sequencing, clarity of ideas, and/or the conciseness and accuracy of information	Presentation does not at all cover the topic; does not include details or examples at all; does not at all inform the audience or increase knowledge of the subject; has many issues with sequencing, clarity of ideas, and conciseness and accuracy of information;	
CREATIVITY	Presentation shows significant evidence of originality and inventiveness; uses a sufficient number of visual images to support material that is presented; layout is pleasing to the eye	Presentation shows some attempt at originality or inventiveness; needs a little improvement in the number of visual images or layout	Presentation shows little attempt at originality or inventiveness; needs some improvement in visual images and layout	Presentation does not at all show evidence of originality or inventiveness; does not at all use visual images; many issues with layout	
COMMUNICATION (Written)	Presentation text has no more than 3 errors in spelling, grammar, punctuation, or capitalization; APA style is used correctly for citing sources	Presentation text has no more than 4-5 errors in spelling, grammar, punctuation and/or capitalization; APA style is used for citing sources with some errors	Student's work has no more than 6-7 errors in spelling, grammar, capitalization or punctuation; sources are cited but APA style is not used	Student's work has 8 or more errors in spelling, grammar, capitalization or punctuation; sources are not cited at all	
COMMUNICATION (Oral)	Presenter makes constant eye contact with the audience; has an obvious confident stance and posture; is clearly well-prepared and rehearsed; uses a clear voice, good pace and volume; no reading or notes used at all	Presenter makes some eye contact with the audience; Has somewhat of a confident stance and posture; needs a little preparation or rehearsal and some improvement of voice, pace, or volume; some reading	Presenter makes little eye contact with the audience; is clearly nervous in stance and/or posture; needs some added preparation and rehearsal; much improvement of voice, pace, or volume; reads or uses notes often	Presenter does not at all make eye contact with the audience; very nervous in stance/ posture; needs much more preparation and rehearsal; great improvement in voice, pace, and volume needed; lots of reading	

Student Name _____ Date _____

**EDUC 1301 INTRODUCTION TO EDUCATION
PERSONAL PHILOSOPHY OF EDUCATION**

	4	3	2	1	Points Awarded
Expression of Ideas I	The document includes all of the relevant aspects of an educational philosophy and clearly discusses: the author's core values and beliefs regarding the roles of teachers and students; the teaching/learning processes; classroom management and curriculum	The document includes most of the relevant aspects of an educational philosophy and somewhat discusses the author's core values and beliefs; missing no more than two of the areas of focus that were provided	The document includes only some of the relevant aspects of an educational philosophy and minimally discusses the author's core values and/or beliefs; missing three of the areas of focus that were provided	The document includes few of the relevant aspects of an educational philosophy and does not discuss the author's core values and beliefs; missing four or more of the areas of focus that were provided	
Expression of Ideas II	The document provides clear, specific, and concrete examples to explain and illustrate the author's views; shows clear self-analysis and insight, and evaluation of positions held	The document provides some examples to explain and/or illustrate the author's views; little improvement needed (clarity, specificity, or concreteness; self-analysis, insight, and/or evaluation)	The document provides few examples to explain and/or illustrate the author's views; much improvement needed (clarity, specificity, or concreteness; self-analysis, insight, and/or evaluation)	The document does not at all provide clear, specific, or concrete example to explain or illustrate the author's views; appears lacking in self-analysis, insight, and the evaluation of positions held	
Connection to Course Content	The document clearly presents or integrates into this statement, ideas from one or more of the 4 philosophies that are presented in the text and tells why/how the ideas support the author's own values or beliefs	The document presents or integrates into this statement, ideas from one or more of the 4 philosophies that are presented in the text; needs little elaboration on why/how the ideas support the author's own values or beliefs	The document only minimally presents or integrates into this statement, ideas from one or more of the 4 philosophies that are presented in the text; needs some elaboration on why/how the ideas support the author's own values or beliefs	The document does not at all present or integrate into this statement, ideas from one or more of the 4 philosophies that are presented in the text does not at all tell why/how the ideas support the author's own values or beliefs	
Structure	The document is clearly cohesive and organized; the opening is interesting and engaging; each paragraph builds on the other and transitions to the next; there is a conclusion that brings closure to the topic	The document is mostly cohesive and organized; some revision and/or elaboration is needed to make the opening more interesting and/or engaging; a few problems with the building and/or transitions of paragraphs; the conclusion needs little refinement to bring clear closure to the topic	The is only somewhat cohesive and/or organized; much revision and/or elaboration is needed to make the opening more interesting and/or engaging; several problems with the building and/or transitions of paragraphs; the conclusion needs much refinement to bring clear closure to the topic	The document is not at all cohesive or organized; the opening is not at all interesting or engaging; many problems with the building and/or transitions of paragraphs; the conclusion needs total revision in order to show that it brings closure to the topic	
Mechanics and Style	The document has 1-3 errors in spelling, punctuation, and grammar; citations are all provided according to APA guidelines	The document has 4-6 errors in spelling, punctuation, and grammar; citations are mostly provided according to APA guidelines; some improvement needed	The document has 5-7 errors in spelling, punctuation, and grammar; citations are somewhat provided according to APA guidelines; much improvement needed	The document has 8 or more errors in spelling, punctuation, and grammar; citations are not at all provided according to APA guidelines; total revision needed	

Student Name _____ Date of Submission _____



EDUC 1301

FIELD EXPERIENCE REPORT AND REFLECTION

	4 (20 points)	3 (16 points)	2 (14 points)	1 (10 points)	Total Points Awarded
Summary of Descriptive Information Part I	Paper includes all areas of demographics (SES, gender, ethnicity, culture, language); detailed discussion of test scores and student academic performance	Paper includes most areas of demographics; some major ones are left out; some discussion of test scores and student academic performance; some detail needed	Paper leaves out many significant areas of demographics; minimal discussion of test scores and/or student academic performance more details needed	Paper leaves out almost all areas of demographics; no real discussion of test scores or student academic performance	
Summary of Descriptive Information Part II	Paper describes in detail the class arrangement, teaching tools, strategies and techniques used by the teacher; interaction between teacher and students; description is totally thorough and complete; all questions answered	Paper presents some descriptive information about the class arrangement, teaching tools, strategies, and techniques used by the teacher and the interactions between teacher & students but not totally thorough most questions are answered	Paper presents a minimal amount of descriptive information about the class arrangement, teaching strategies, and techniques used by the teacher; and the interaction between teacher and students; many questions are not answered	Paper does not at all present descriptive information about class arrangement, teaching strategies, or techniques used by the teacher; and the interaction between teacher and students; it is too brief, lacks substance, does not at all answer questions	
Analysis, Interpretation, and Reflection Part III	Paper clearly indicates what the student did during the experience; discusses how the individual was impacted at all levels (cognitive, emotional, social); includes good self evaluation	Paper somewhat indicates what the student did during the experience; discussion on how individual was impacted needs a little more work in deep thinking; more details on self-evaluation	Paper minimally indicates what the student did or what was learned from the experience; needs much work in substance and application or critical thinking; more self-evaluation also needed	Paper does not at all indicate what the student did or what was learned from the experience; no real self-evaluation conducted at all	
Integration of Course Content	Paper clearly reflects an attempt to compare experience to the terms, ideas, concepts, and principles discussed in the course text or other materials	Paper includes some of the terms, ideas, concepts, or principles found in the course text, assigned sites, or other materials; some problems noted with clarity or depth of explanation	Paper includes few (minimal) references to the terms, ideas, concepts, or principles found in the course text, assigned sites or other materials; problems noted with substance	Paper does not include any of the terms, ideas, concepts, or principles that can be found in the course text, assigned sites, or other materials; not relevant or connected at all	
Mechanics	There are no more than 1-3 errors made in spelling, capitalization, grammar, or punctuation	There are no more than 4-5 errors made in spelling, capitalization, grammar, or punctuation	There are no more than 6-7 errors made in spelling, capitalization, grammar, or punctuation	There are 8 or more errors made in spelling, capitalization, grammar, or punctuation	

