

CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Education/Department of Teacher Education

**EDEL 442: Teaching Language Arts, K-8 (3 units)
Spring 2019****ONLINE
Sec. 06****Dr. Fay Shin**

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College of Education Mission Statement**Vision:** Equity & Excellence in Education**Mission:** The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.**Course Description**

Prerequisite: Admission to the Multiple Subject Credential Program. Content, methods and assessment for teaching language arts to all students, including English language learners, speakers of non-mainstream English and students with special needs in culturally diverse, literature-based classrooms: first and second language acquisition and English language development, relationships among reading, writing, and oral language, spelling instruction, and structure of the English language. Minimum ten hours of field work in elementary classrooms with at least 25% of the students classified as English Language Learners. Traditional grading only.

Course Texts Required:

Cox, C. (2014). Seventh Edition. *Teaching Language Arts: A Student- and Response-Centered Classroom*. Boston, MA: Allyn & Bacon.

Zarrillo, J. (2017). Fourth Edition. *Ready for Revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment with Enhanced Pearson eText – Access Card Package*. Columbus, Ohio: Merrill/Prentice Hall

NOTE: Zarillo and Cox text must be the current edition

***Special access for the two texts through Beachboard Day One Digital Access.** It is a new program that provides students free immediate access to their course materials in a **digital format** on the first day of class and can be purchased at a special low rate. SEE BEACHBOARD for more information.

The following required texts are available at the California State Dept. of Education website or Beachboard.

English Language Arts/English Language Development (ELA/ELD) Framework. 2015.
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp> or
<https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/fb/fb784d83/fb784d83d941c985169eb925e23af3fee27296c8/FrameworkFINALJuly2015.pdf>

California State Department of Education (2002). *Visual and Performing Arts Framework for California Public Schools, K-12*.

California State Department of Education (2004). *English Language Development Standards for Public Schools, K-12*

California Common Core State Standards - English Language Arts
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Recommended:

Boyd-Batstone, P. 2015. *Teaching ELLs to Read: Strategies to Meet the Common Core*. Routledge. NY.

Griffin, S. 2019. *Teaching and Learning Language Arts from a Diverse Perspective- An Anthology*. Cognella Inc.

Teacher candidates are expected to demonstrate professionalism in the following ways:

- ❖ In-Class Course Work
 - Professional behaviors include display of courtesy toward the instructor and classmates, punctual attendance, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar.

- Participation include demonstration of active contribution to small group and whole class discussions on-line, posing clarification, reflective, and/or information-seeking questions, and communicating ideas or concerns with the instructor.
- ❖ Field Experience Assignment
 - Professional behaviors include display of appropriate demeanor in interacting with children at all times (e.g., use of oral and written communication, attitude toward teaching, learning, students, and physical space, overall attire), awareness of one’s personal values and biases, and modeling of ethical behaviors.
 - Preparedness for assignments is essential to quality field experience teaching. Creative teaching is encouraged, but teacher candidate must consult with and seek approval from the classroom teacher prior to implementing a lesson and its accompanying activity. Lack of preparation for field experience teaching (e.g., absence of necessary instructional materials, lesson plan, off-topic instruction, and spur-of-the-moment improvisation) may result in loss of grade points and possible removal from field experience.

Student Learning Outcomes

The following Student Learning Outcomes (SLOs) are aligned with the Multiple Subject Credential Program SLOs which are based on the *Teaching Performance Expectations* (TPEs, revised and adopted June 2016); Common Core State Standards (revised March, 2013). Upon successful completion of the Multiple Subject Credential Program, students will demonstrate the following:

SLO 1-Lesson Design and Assessment

1. Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
2. Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
3. Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
4. Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
5. Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
6. Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
7. Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
8. Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
9. Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

SLO 2-Lesson Implementation and Assessment

1. Lesson is taught in alignment with specified standards (TPE 4.3)
2. Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)

3. Materials are prepared and utilized effectively (TPE 4.3)
4. Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
5. A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
6. The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
7. Students are engaged in self-assessment (TPE 4.5, 5.3)
8. Uses appropriate wait time during questioning (1.5, 1.6)
9. Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment

1. Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
2. Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
3. Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
4. Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism

1. Arrives on-time and prepared to engage in instruction (TPE 6.8)
2. Conducts regular reflection on performance (TPE 6.1)
3. Establishes professional learning goals (TPE 6.3)
4. Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
5. Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
6. Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4)

5. Outline of Subject Matter

- I. Foundations for Teaching Language Arts (SLOs 1 & 2)
 - A. Cognitive development and learning theory
 - B. Theoretical models for teaching literature-based language arts
 - C. Language arts and comprehensive reading instruction: literature, language, and comprehension with a balance of oral and written language
 - D. Provision of instruction to all students, including:
 - English learners
 - Under-represented populations
 - Students with special needs
 - E. Lesson planning and flexible grouping
 - F. Instruction which meets needs of individuals students and is:
 - Sensitive to the culture and language of students
 - Based on students' developmental, linguistic, functional, and age-appropriate needs

II. Structure of the English Language (SLO 1 & 2)

- A. Language systems: phonology, semantics, syntax, pragmatics
- B. Relationship between knowledge of language structure and speaking, reading, writing, and viewing
- C. Strategies for teaching English grammar and structure of English language applied to reading, writing, and speaking for first and second language learners
- D. Adaptations for students who are English learners, under-represented populations, and students with special needs, e.g. visual cues, software

III. First and Second Language Acquisition and English Language Development (SLO 1 & 2)

- A. First language acquisition and development.
 - 1. Constructivist and social interactionist theories.
 - 2. Strategies for adapting language learning for students with special needs, e.g. assistive technology, visuals, manipulatives
 - 3. Strategies for teaching concept and vocabulary development
- B. Second language acquisition and development
 - 1. Dimensions of language proficiency
 - 2. Language acquisition versus learning
- C. Strategies for teaching English as a second language
 - 1. Stages of language proficiency
 - 2. Communicative-based language learning
 - 3. Tapping onto prior knowledge
 - 4. Primary language support
- D. Language variety, dialect and register: relationship to literacy development.
 - 1. Non-standard English (African American Language, Mexican-American/Chicano English, Hawaiian Pidgin, etc.)

IV. Content and Methods for Teaching Language Arts (SLO 1 & 2)

- A. Oral Language
 - 1. Listening comprehension and critical listening
 - 2. Speaking and strategies for effective communication
 - 3. Visual and Performing Arts in the classroom and relationship to literacy development
 - 4. Oral language conventions
 - 5. Reading aloud and shared reading literature and listening, speaking, reading, writing, viewing, and English language development
 - 6. Adaptation for students who are English learners and students with special needs, e.g. audio, video, assistive technology
- B. Written language
 - 1. Emergent literacy and biliteracy
 - 2. Stages of children's spelling development
 - 3. The writing process: stages and teaching strategies
 - 4. Writer's Workshop
 - 5. Written genres and their characteristics: narrative, informative/explanatory, and opinion/argumentative.
 - 6. Technology and writing: digital tools for research, organizing thinking, writing, revision, and presentation (ISTE Standards and SAMR Model).
 - 7. Adaptation for students who are English learners, under-represented populations and students with special needs

- C. Spelling and written language conventions
 1. Planning spelling instruction related to reading instruction, students' levels of spelling development, and etymology and morphology of words related to orthographic patterns in English
 2. Effective materials, activities, and programs for developing spelling skills
 3. Strategies for utilizing students' writing in the development of spelling instruction, including student self- assessment of spelling during writing
 4. Strategies for teaching written language conventions: handwriting, punctuation, grammar
 5. Adaptations for students who are English learners, under-represented populations, and students with special needs, e.g. software applications, assistive technology

- D. Integrated Literacy
 1. Integrated, cross-curricular, thematic teaching with literary and informational texts.
 2. Content-based English language development (ELD).
 3. SDAIE: Specially Designed Academic Instruction in English
 4. Collaborative learning, flexible grouping
 5. Digital citizenship and media literacy
 6. Research and technology
 7. Instructional design
 8. Integrating independent reading of fiction and non-fiction, in English and primary language of English language learners
 9. Adaptations for student who are English learners, under-represented populations, and students with special needs

- V. Assessment and Evaluation (SLO 1 & 2)
 - A. Methods of authentic, performance assessment for language arts
 - B. Formative assessment for planning instruction
 - C. Overview of standardized test results
 - D. Assessments and accommodations for English Language Learners, under-represented populations, students with special needs

Mode of Instruction: ONLINE

The course is asynchronous so students will not be required to be online for any class meetings at a specific time. Instructor will communicate with students through Beachboard and email. Students are required to submit all assignments through Beachboard.

Policy on email account

The CSULB campus email account, <first.lastname@student.csulb.edu>, is the default avenue of communication at CSULB. Active use of your CSULB campus email is essential for sending and receiving information related to this course and for university-wide business. Please be sure that your BeachBoard account is set to use your university campus email account. For assistance, contact the CSULB Technology HelpDesk (phone# 562-985-4959 or helpdesk@csulb.edu), also at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

Course Requirements

Syllabus You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, and announcements and course material displayed on the course website. The syllabus represents a contractual agreement between the student and the instructor.

Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus. Students are referred to as “Teacher Candidates” throughout the syllabus.

Assignments. All assignments are to be word processed except when indicated otherwise. Assignments turned in later than the scheduled class due date will be reduced at least 50% of the points. No late assignment will be accepted after one week of its due date unless there are special circumstances. General criteria for evaluation of assignments includes: quality of conceptualization; grounding in sound theory, research and practice; ability to relate to English-Language Arts Content Standards for California Public Schools, RICA Domains, the California Visual and Performing Arts Framework goals, and meeting the needs of culturally and linguistically diverse students; appropriateness of ideas and experiences; following directions; organization and presentation of written assignments; and creativity and originality. Specific criteria for each assignment is found in the syllabus and on attached assignment criteria sheets. Conversely substandard work will be docked points accordingly.

The instructor reserves the right to refuse assignments turned in later than the following regular class meeting. Late assignments will have a penalty of at least 50% of the points deducted, unless of an emergency or valid excuse (documentation required). No assignments or late papers will be accepted on the final day of class, or thereafter. A minimum of 10% reduction of points will apply for any papers or documentation submitted in the dropbox by the due date of assignment (for example, students completed but did not bring assignment to class, etc.).

Attendance. As stated in the course catalog, attendance at the first class meeting online is mandatory (Submission for the Lesson 1 Introduction Assignment will be considered attendance).

Technology

- Beachboard will be used to access assignments and lecture notes.
- **The contact information for technical support is:
Technical Support 562 985-4959**
- If you need assistance using TaskStream, you may call their support phone # (800) 311-5656 or use the www.taskstream.com website.

Withdrawals/Incompletes. Adhere to University calendar with regard to withdrawals. See policy statement 99-19 for University guidelines for an incomplete grade in the course. Students must provide documentation of “unforeseen, but fully justified” reasons for not completing the class work.

Fieldwork Experience Assignment

All students are required to complete a minimum of 10 hours of fieldwork. Most of the course assignments will be part of your fieldwork. .

Always come prepared to work with your student even though you may have completed a given set of assignments for the week. You will supply all necessary materials including paper, pencils, markers, chalk, etc. It is not appropriate to use the host teacher’s classroom materials under

any circumstances. In keeping with the professional collaboration with field site schools, please come dressed according to school dress code standards; professional/casual attire is recommended. (Open-toed shoes and shorts are not permitted according to LBUSD dress code. Please use discretion with regard to attire not appropriate for working in an environment with children.)

At field sites, classroom teachers and students will depend on you being there prepared to work. Much of the instruction involves in-class demonstration, and clarification, which can only take place by your attending class each day. Also, the fieldwork component requires that a large number of the assignments be carried out with children at the field site. If you are unable to attend your fieldwork session, call your host teacher at the field site so that s/he can adjust the classroom instruction.

Students with Disabilities

- Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services on campus.
- Student with disabilities are required to confidentially notify the instructor by the second class meeting in order to adequately implement a semester-long plan of accommodations. The instructor will request a written plan of accommodation that is current and authorized by the
- Office of Disabled Student Services. Students failing to provide prompt notification and a written plan will be referred for a consultation with the Director of Disabled Student Services.

Assistive Technology

In compliance with Policy Statement 08-11, Accessibility and Faculty Responsibility for the Selection of Instructional Materials, Instructors are required to make their course syllabi accessible to all students, including print and e-versions.

1.0 LITERATURE UNIT

1.1 Book Selection and Commercial : You will select a book of children's literature around which your teaching will be structured. Turn in to the instructor a single cover page for your unit. The cover page will display the book's title, author, illustrator, year and publisher in bold (18-24 point font); and your name with a paragraph stating how the book meets the selection criteria. Feel free to make the cover page colorful/artistic

The criteria for selecting a book will include vivid illustrations; an engaging story; rich vocabulary for English language development possibilities; connections to other curricular areas for content instruction in Social Studies, Mathematics, Science, the Arts; also consider the extent to which the book represents a specific cultural perspective or cultural diversity. One paragraph describing the above features.

1.2 Computer Application Project -Ripple Effect Graphic Organizer :

You will create a Literature Unit graphic organizer using computer applications and tools related to language arts instruction (Inspiration, etc.)

YOU WILL WRITE THREE FORMAL LESSON PLANS FOR INSTRUCTION:

1.3 ELD-Vocabulary & Concept Development: You will write an ELD-Vocabulary & Concept Development Lesson. (See the ELD lesson planning guide for the format.) Working with English Learners (students whose first language is other than English) requires demonstrating meaning at a non-verbal level by using real objects, visuals, models, and meaningful actions. Conversely, simply listing words, displaying word cards and/or asking students what they think the meanings are, or having the group look up words in a dictionary, do not qualify as ELD techniques. Assignments that fail to use ELD techniques and materials will be returned for rewriting.

In this assignment, your teaching sequence will have two components: Part 1 will develop meaning by employing a variety of ELD techniques. Activities to make selected vocabulary words come to life meaningfully include tapping the five senses, demonstrating meaningful actions with Total Physical Response (TPR), illustrating vocabulary, singing illustrated songs, using cognates and etymologies, relating to background knowledge, providing context clues, dramatizations of key terms. Part 2 will develop fluency with a word game, such as charades, who am I? Or pictionary-like games.

In this lesson, *you will select the vocabulary to teach* rather than have the students initially generate the words. Using the selected book of children's literature, identify six or more key words that are essential to the meaning of the story. It is highly recommended that you pick words that are related in some way, such as words from a topic or words that are all verbs. This assignment looks to actively engage students at a concrete level of meaning. The meanings of words are to be grounded in action, the experience of the senses, use of vivid illustrations and/or exploration of historical roots or linguistic connections across languages.

The criteria for this lesson is as follows: all lesson design components in place including Lesson Title; Grade Level; Purpose: specific Content Standards from the California State Framework; Materials & Resources; Access to Background Knowledge/Experience; Teaching sequence; Assessment; Extending activities. Select challenging words, list and define key vocabulary, strategic use of ELD activities, provide a game to develop fluency with the terms.

1.3 Literary Response Lesson: You will create a language development lesson that allows *students to respond to the story in their own words* using a process writing format. In this lesson, the students will generate the words elicited by the story experience, not the teacher. You will choose poetry, song, or drawing & description or media to use as a vehicle for language development. Poetry may be a cinquain, triante, acrostic or bio-poem; songs may be composed using a familiar tune; drawing & description utilizing a language experience format; drama or media may be used to express action. Each format will either be demonstrated by the instructor in class or referred to in the course texts.

The criteria for this lesson includes all Lesson Design Components in place. Also, the lesson provides for meaningful response to the story and reflects creative, student participation. The end product is a process written piece expressing students' thoughts about the story.

You are required to turn in (scan) a sample of student work when the lesson plan is due. Sample is required for only ONE student.

Develop a lesson based on goals found in the Visual and Performing Arts Framework. The lessons will be a SDAIE Visual and Performing Arts lesson.

1.5 Visual and Performing Arts SDAIE- Content: Specially Designed Academic Instruction in English (SDAIE) is a collection of strategies designed to develop

language while making content area instruction more comprehensible. For this assignment it is applied to a specific goal in the Visual and Performing Arts Framework. Ideally, SDAIE calls for primary language support. This lesson will utilize the vocabulary for an ELD lesson to teach visual and performing arts content. Your lesson will have a problem solving approach, utilize one or more thinking tools and require students to produce a written, illustrated or performance outcome to be evaluated by a rubric.

The criteria for this lesson is as follows: Includes all lesson design components; utilizes vocabulary from previous ELD lesson; provides high level content area instruction; involves grouping strategies; uses thinking tools; written, illustrated, or performance outcome integral to the lesson; and a rubric assessment.

Student work is not required to be turned in. A completed rubric used for evaluation will be required for only ONE student.

2.0 OBSERVATIONAL RECORD

As you teach a small group of students, you will be reading about language arts, conducting ongoing observations of children, collecting data samples and assessing language. This observational record will have three components: reader response journal, online discussion, and a spelling assessment. Forms for each of these components are provided.

Reader Response Journal :

- a. Read the assigned chapters and select any chapters.
- b. Write a double entry journal with at least 4 entries (cite the page(s) and note the topic(s) in the left-hand column of the journal. Write your personal and theoretical reflections in the right-hand column of the journal.
- c. Submit and exchange your written responses. Read and respond to at least two other journal entries.

Feel free to reflect on the sections that are of significance to you.

The criteria for this assignment includes the following: Minimum 4 citations (page numbers and topics recorded) from the assigned readings, personal reflections of the readings (opinions, feelings, musings); theoretical reflections (how it relates to practice and theories).

3.0 **Fieldwork Log/Observational record and reflections:**

You will keep a double-entry journal on field experiences, including reflecting on links to theory, research, and practice of standards-based instruction as it pertains to:

1. Teaching at a variety of grade levels and contexts per *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)*
2. Teaching EL in diverse linguistic settings per *California Common Core State Standards English Language Arts/ English Language Development*
3. Classroom management strategies for meaningful integration of technology per *National Educational Technology Standards for Teachers and California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*

You will keep a record of the dates and times of your fieldwork. You will note your observations and reflections for each visit. An observational form is available on Beachboard. You may use any form as long as you have the required information (dates, times, observations and reflections). This must be typed and approximately 7-8 pages single spaced.

4.0 Spelling Assessment

Conduct assessments of developmental spelling of one student (an English Learner or an instructional challenge focus student). Complete a Word.doc template with the information, analysis or recommendations required. Finish by writing a reflective essay tying your assessment experience to theory and practice referencing course readings and RICA Content Specifications 1, 5, 7, 10 and 11.

5.0 Writing Assessment and Record: STUDENT DIALOGUE JOURNAL

A student-teacher dialogue journal will be required, At least 7 entries are required from each student and 7 responses from you. You will turn in scanned copies of one student's journal entries with your responses. Each entry must be dated. See assignment instructions.

6.0 Signature Assignment: Process Writing: Instruction, Assessment, and Reflection

Directions for Students

Your students will participate in a writing process and writing assessment activity. You have two options. Please choose from the following based on which is most appropriate for your grade level:

A) A published book or a writing piece from at least one focus student will be submitted for this assignment. You will publish books with all four to six of your students, however you will only submit the work from your ELL or instructional challenge focus student. In addition, evidence of the writing process (drafts) must be turned in.

Requirements include:

- Evidence of effective writing instructional strategies
- Applied formative, summative, and student self-assessment
- Appropriate use of available technology
- A bound book
- Prewriting
- Rough drafts
- Edited piece
- Final copy of the writing (must be typed)

2) Reflection and assessment

Includes formative, summative, and student self-assessment and analysis of the Writing Instruction and Assessment activity (3-4 pages double spaced)

Required Expectations

As part of this project you should provide the following: (1) an appropriate and detailed language objective, (2) clearly identified writing strategies (3) evidence of the writing process (pre-writing, drafts, revisions), (4) final copy of book or published writing and (5) reflective analysis and assessment. It is expected that you will use your discipline specific knowledge to make decisions about adaptations and generated rationale statements.

7.0 Exams

You will have one hour to complete each exam.

7.1 Midterm Exam

This exam will focus on the readings from the Carol Cox textbook and course lectures. It will be multiple choice and some short essay questions.

7.2 Final Exam

This exam will be a review of what is required for the RICA, Chapters 1,2,5,6,7,10,11,13, and 14 from the Zarillo textbook and will consist of multiple choice and short essay questions.

8.0 FIELDWORK VERIFICATION FORM

The fieldwork verification form is required documentation for all methods courses. The form is provided in the EDEL 442 website. It is to be filled out by the host classroom teacher at the fieldwork site. It is your responsibility, however, to turn the completed and signed form into the course instructor by the last class meeting. Failure to provide a signed fieldwork verification form will result in an incomplete in the course. Fieldwork verification forms, as well as all other assignments, will not be accepted after final class day.

Course Evaluation

Attendance, promptness, preparation and professional behavior (respect, attention to other students and instructor, attention to attire and positive school site interactions) are course requirements, and are factors that impact your grade. University policy on Assignment of Grades applies. See current California State University, Long Beach Catalog of Undergraduate and Graduate Studies. Course work will be evaluated according to the following points.

Assignment criteria for grading and points are on Beachboard. Print out the “Evaluation Form” on Beachboard.

Fieldwork verification form

Complete & turned-in

Grades:

- A= 216-240 points: Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B= 192-215 points: Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements
- C= 168-191 points: Performance of the student has been at an adequate level, meeting the basic requirements of the course.
- D=144-167 points: Performance of the student has been less than adequate, meeting only the minimum course requirements.
- F= 143 or less pts: Performance of the student has been such that minimal course requirements have not been met.