

## TEFB 322 — TEACHING AND SCHOOLING IN THE MODERN SOCIETY

Sections 501 and 502; Fall Semester, 2002 (2 Hours Credit)

Monday: 4<sup>th</sup> Floor Library Annex Large Viewing Room (10:20am-12:20pm)

Wednesday: HECC 100 (10:20-11:20); EDCT 303 (11:30am-12:20pm)

### INSTRUCTOR INFORMATION:

Instructor: Dr. Patrick Slattery, Professor of Education, pslattery@tamu.edu  
Assistant: Ms. Karen Krasny, Graduate Assistant Instructor, kkrasny@tamu.edu  
Departments: Teaching, Learning, & Culture (TLAC) & Educational Administration (EAHR)  
Office/Phone: 314 Harrington, TAMU MS 4232, 845-8397  
Web Page: <http://www.coe.tamu.edu/~pslattery/>  
E-mail: patslat@aol.com or pslattery@tamu.edu NO ATTACHMENTS  
Class WebBoard: <http://www.coe.tamu.edu/wwwboard/tefb322f02> (case and numeral sensitive)  
Codes: Username: tefb322fall2002 Password: XXXXXXXX (case sensitive)  
Field Study: Navasota High (or alternate site) 3 hours per week or by arrangement  
Office Hours: Mondays (1-5pm); Wednesdays (1-5pm).  
Appointments: Available upon request by phone or e-mail.

### COURSE DESCRIPTION:

This course reviews and explores the development, structure, management, and finance of secondary schools (SBEC 1.11k, 1.9s, 1.10s, 1.12k to 1.15k,); the philosophical, historical, sociological, ethical, and moral dimensions of teaching (SBEC IV 4.3k to 4.8k , 4.5s to 4.11s, 4.16s, 4.17s); the role of schooling in a democratic society; contextual issues in schools such as race, class, gender, sexual orientation, ethnicity, language, religion, learning styles, physical abilities, and culture; and teaching as a profession (SBEC 1.2k, 1.4s, 1.5s, 1.3k to 1.5k, 2.1k to 2.4k, 2.1s to 2.5s, . This course requires forty-five (45) clock hours of research and observation in public schools by each student and a portfolio report on this research at the end of the semester (SBEC 4.9k to 4.12k and 4.12s to 4.15s, 2.19k to 2.23k). (SBEC Technology Standards incorporated into portfolio and class webboard.)

### COURSE READINGS:

Ayers, William. (2001). *To Teach: The Journey of a Teacher*. New York: Teachers College Press. ISBN 0-8077-3985-5

Kincheloe, J., Slattery, P., & Steinberg, S. (2000). *Contextualizing Teaching*. NY: Addison Wesley, Longman Publishers. (Chapter Handouts)

### ADA:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

INSTRUCTIONAL METHODS:

This course will be conducted in a seminar fashion. The professor will discuss the topics found in the course description by using narratives and informal dialogues. Instructional strategies may include the following: seminar discussion, lecture, library research, field experiences, films, small group discussion, guest lectures, oral presentations, and reading current educational literature.

PLAGIARISM:

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, data base, research notes, web site information, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

DEPARTMENT DIVERSITY STATEMENT:

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

ATTENDANCE AND PARTICIPATION:

Students enrolled in this course are expected to attend all class meetings, complete assignments before the class meeting time, and come to class with materials designated as due at that time.

Attendance and participation in class discussions and field work is essential for success in this course. Students will be expected to ask questions and dialogue with the professor and other students during each class session. NO CREDIT will be given for assignments missed because of an unexcused absence, and a grade of 0 will be assigned. In the case of illness, emergency, or university business, please submit a written note, a university activity form, or a medical statement to the professor following the absence. Please do NOT call or e-mail in advance of an absence unless an extended absence is

anticipated. There will be no penalty for excused absences.

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#### SCHEDULE OF CLASSES/READINGS:

SEPT 2 (M)	Course Introduction, Distribute Handout from “Contextualizing Teaching”
SEPT 4 (W)	Discuss Handout from “Contextualizing Teaching” (HECC 100 every Wed.!)
SEPT 9 (M)	Film: “Little Secret” (Remember to go to Media Center every Monday!)
SEPT 11 (W)	Read and Discuss Preface, Introduction, and Chapter 1 of <u>To Teach</u> .
SEPT 16 (M)	Film: “A Lesson Before Dying.” <b><u>Paper #1 Due</u></b>
SEPT 18 (W)	Read and Discuss Chapter 2 of <u>To Teach</u> (Bring film log to class!)
SEPT 23 (M)	Film: “American History X”
SEPT 25 (W)	Read and Discuss Chapter 3 of <u>To Teach</u> (Bring film log to class!)
SEPT 30 (M)	Film: “Off Track.”
OCT 2 (W)	Read and Discuss Chapter 4 & 5 of <u>To Teach</u> (Bring film log to class!)
OCT 7 (M)	Films: “In the Life”; “Wideness”; “Gender Studies”; & “Gay Youth.”
OCT 9 (W)	Guest Speakers (Bring film log to class!)
OCT 14 (M)	Films: “How the West Was Won”&“How the West Was Lost.” <b><u>Paper #2 Due.</u></b>
OCT 16 (W)	No Class. Prepare Portfolios.
OCT 21 (M)	Films: “Green” and “Trade Secrets.”
OCT 23 (W)	Discuss the films “Green” and “Trade Secrets” (Bring film log to class!)
OCT 28 (M)	Film: “Vukovar.”
OCT 30 (W)	Discuss the Film Vukovar (Bring film log to class!)
NOV 4 (M)	Film: “Integrating the Curriculum” and “Curriculum” handout
NOV 6 (W)	Discuss “Integrating the Curriculum” & “Curriculum” (Bring film log to class!)
NOV 11 (M)	Film “Children in America’s Schools”
NOV 13 (W)	Discuss “Children in America’s Schools” (Bring film log to class!)
NOV 18 (M)	Film: TBA
NOV 20 (W)	No Class. Prepare Portfolios.
NOV 25 (M)	Film: TBA.
NOV 27 (W)	No Class. Prepare Portfolios.
DEC 2 (M)	<b><u>Paper #3 Film Log Due. Web Board Comments Due.</u></b>
DEC 4 (W)	<b><u>Portfolios Due</u></b> at Harrington 314 by 2pm.
DEC 9 (M)	Dead Day.
DEC 11 (W)	Reading Day
DEC 17 (TUES)	Final Exam 8-10am in EDCT 100

#### WRITING ASSIGNMENTS:

Assignments must be written with intellectual rigor in a grammatically correct form. Sentence fragments, run-on sentences, misspelled words, tense errors, punctuation errors, and citation errors, are unacceptable. Professionalism demands rigorous standards, and grades will reflect the quality of the writing style and content. Ten (10) additional points will be deducted from any paper or essay with more than three (3) grammatical errors. Twenty (20) additional points will be deducted from any paper

or essay with more than six (6) errors. No credit will be given for papers with more than ten (10) errors. I strongly suggest that you proofread all papers carefully and ask a friend or relative to check your papers.

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#### COURSE ASSIGNMENTS:

**1. Paper #1 on Philosophy Handout (100 Points). Due Monday, Sept. 16.** A four to five page, typed, double-spaced paper that summarizes the handout Contextualizing Teaching. The last page of your paper must include your personal philosophy of education. (See Chapter 1, pages 17-20, of Contextualizing Teaching for examples). In this paper please include a summary of the major themes in the textbook, your reaction to the reading, a few ideas you agreed with (and why), a few ideas you disagreed with (and why), and the way that critical constructive philosophy may influence your teaching. Put your name, date, course number, section number, and title on the top of the first page. **Staple your paper in the upper left hand corner. Do not use a cover page, blank filler pages, binder, or other attachments!**

**2. Paper #2 “To Teach” (100 Points). Due Monday, October 14**

A four to five page, typed, double-spaced essay that presents a summary and critical analysis of the book *To Teach*. Put your name, date, course number, section number, and title on the top of the first page. Staple all pages in the upper left hand corner. Do not use a folder or binder.

**3. Paper #3 “Film Log” (100 Points). Due Monday, Dec. 2**

Write a short reflection essay on each film viewed in the course. (When two or more films are viewed on the same day, write one essay that includes all films.) The reflections must be typed. Each essay will discuss the theme of the film and the relationship between this theme and education in the contemporary society. Please include your personal reaction to each film and a critical analysis of the film. What new insights or understandings do you have after viewing this film? Put your name and the title of the film on the top of the page for each essay. After you have written all of your film essays, create a title page with your name, course number, section number, and title. Staple the title page and all essays together in the upper left hand corner. Do not use a folder or binder. Do not use filler pages. Put a second copy of your film essays in your portfolio. Also, bring a copy of your film essay to the next class session after each film for discussion.

**4. Portfolios (300 Points). Due Wed., Dec. 2 at 2pm in Harrington 314.** A minimum of 45 hours required for this assignment for credit to be assigned. These observation hours must take place on a public middle school or public high school campus during regular school hours. Navasota High School is our assigned campus. However, you may ask for permission to do observations at another middle school or secondary school. There are two schools that may not be used for observations: Bryan High and A&M Consolidated High (except for extracurricular activities). Up to 15 hours of observation may be done in private schools, religious schools, or home schools. Additionally, up to 15 hours may be secured at school sponsored extracurricular, co-curricular, or business events outside of regular school hours. The following items must be included and clearly labeled in your portfolio in the following order:

(1) Log sheet with the dates, times, location, and signatures for field observations; (2) A one to two page typed essay reflection on each field experience; (3) A copy of field notes, handouts, and artifacts associated with each field experience; (4) At least two sociograms with annotated comments and a two page typed summary/ reflection of each sociogram; (5) A three to four page typed transcriptions of an interview with a teacher or administrator and a three to four page typed transcription of an interview with a student. A one page reflection on each interview must follow the transcription; (6) The portfolio must conclude with a final reflection of two to three typed pages summarizing the entire field experience; (7) Include a copy of your three course papers; (8) Additional information is not required but may include photographs, letters, and other artifacts. Please do NOT include names or identifying information about schools, teachers, or students. Organize material neatly in a three ring binder or on a CD or Webpage. LABEL EACH ASSIGNMENT with a tab in the portfolio. You will be graded on completeness, neatness, and creativity.

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**5. Final Exam (200 Points).** Tuesday, December 17, 8-10am in EDCT 100.

**6. Attendance (100 Points).** Students who attend all class sessions will receive 100 points. (Fifteen points will be deducted from this grade for each unexcused absence.) Students are responsible for signing the roster at each class session. Points will be deducted if you do not sign the roster even if you are in attendance.

**8. Participation (100 Points).** Students must actively participate during each class session. Active participation includes, but is not limited to, the following: asking probing question about the reading assignments; making comments during class discussions, bringing relevant handouts, newspaper clippings, or journal articles to class for discussion with the professor and/or classmates; making recommendations for further reading on a topic under discussion; actively listening to classmates and the professor; suggesting activities to enhance the investigation of a topic; meeting before or after class with the professor or classmates to discuss issues in more depth; and discussing class assignments, films, or field experiences with classmates on the class webboard. In order to receive an “A” (over 90 points), students must participate in the webboard at least once a week. Submit a copy of your weekly webboard comments on **Monday, Dec. 2.**

#### COURSE GRADING:

Out of 1000 Possible Points:

900-1000 Points =A (Outstanding); 800-899 Points =B (Excellent); 700-799 Points =C (Satisfactory); 600-699 Points =D (Poor); Below 600 Points =F (Unacceptable)

(NOTE: A student who makes a D or F must repeat this course for your certification plan.)

#### CONTROVERSIAL TOPICS:

Controversy surrounds teaching and schooling in our contemporary society. Consider the following: debates about evolution, creationism, intelligent design theories, DNA, stem cell research, and the human genome in the science curriculum; funding for vouchers and charter schools; the home school

movement; dress codes and uniforms in public schools; guns and violence on campuses; sex education and AIDS education; race relations on campuses and in society; social promotion and retention of students; corporal punishment; gay and lesbian topics in the curriculum and in textbooks; civil rights movements in schools and textbooks; rewards and punishments in classrooms; grading policies; accountability movements involving testing; prayer at football games and graduation ceremonies; banned books from the library or the curriculum; use of the internet in schools and libraries; and accountability certification requirements.

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Please read the textbook and handouts, watch news reports, talk to veteran teachers in the schools, talk to students in school lunch rooms, listen to the lectures by the professor, and listen to student comments with curiosity and a healthy skepticism. Please ask questions, challenge positions, and present rebuttals. Keep an open mind and try to learn new perspectives, even if you disagree with an idea. However, please refrain from attacking or belittling the position of an author, the professor, a guest speaker, or a fellow student. *Ad Hominem* attacks are to be avoided. We are all challenged to listen, question, and debate from an open and inquisitive posture. When this course is over, you are free to accept or reject any philosophy presented in this course. However, during the semester you are required to explore and understand a diversity of viewpoints and discuss them intelligently in your papers, on the class webboard, and in the essay exam questions.

### CHALLENGING FILMS:

In previous semesters some students have reported to me that a few of the films that we will view in TEFB 322 are disturbing and unsettling. Two films deal graphically with racism in America and the social and historical condition of education for poor and minority populations. Another film portrays the horrors of war, including murder, ethnic cleansing, rape, looting, genocide, and bombings. We will discuss the consequences of social upheaval on the lives of children and its implication for education. Another film poignantly portrays an interview with the mother and the principal of a high school freshman who shot himself when classmates teased him about being gay. This film challenges teachers to help gay and lesbian students when they are teased and harassed. Another film explores violence on campuses and the details of recent shootings. Interviews with students in the films contain some graphic language that some may find offensive. Finally, a documentary on poverty in schools and society depicts the plight of low income students. Two of the films are rated “R” and contain sexually suggestive scenes and graphic violence. Not all of the films that we will view this semester are disturbing and unsettling. There are several upbeat historical documentaries, one inspirational film about high school students on a raft trip, and a few mundane school organizational films that we will view as well. However, students should be aware that a few scenes in some of the films may be difficult to watch, particularly a rape scene in the films “American History X” and “Vukovar.” If you are uncomfortable, please feel free to either close your eyes or quietly leave the room for a few moments if you find any scenes too unsettling. If you have any concerns, please meet with me or send me an email message. However, as teachers you will encounter much more graphic language and intense violence than presented in these movies. In fact, I consider all of the films that we will view this semester as very important in your educational process. I do not believe that any of these films are too graphic, violent,

or explicit for viewing in an educational setting for future teachers. They depict the reality of teaching and learning in the modern society. Thus, I encourage you to watch and discuss all of the films with the class.

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#### PURPOSE OF TEFB 322

The purpose of TEFB 322 is to develop REFLECTIVE INQUIRY. The purpose of this class is to help you to become an inquiring teacher. The goal is to help you learn to think critically, ask deep questions, look at issues from new perspectives, think about schools and society, inquire into difficult social issues like racism, violence, heterosexism, classroom tracking, death penalty, science research, economics and funding of schools, poverty, and gender issues.

This class is not designed to provide all of the answers. Our goal in this class is not to learn what to do in schools, nor how to solve social problems (like gangs, racial tension, genetic research, economic disparity, global crises, teasing in schools, tracking, etc.). Rather, our goal is to think deeply and critically about these difficult issues. We want to look at social issues from various perspectives and stretch our thinking. We want to write papers that present multiple points of view on the chapters and films. In short, we are on a journey to INQUIRE, REFLECT, PONDER, PHILOSOPHIZE, INVESTIGATE, and RESEARCH. This class will be frustrating for those students who want concrete answers, absolute truth, and practical solutions.

I encourage you to relax and understand that this class investigates philosophical questions. In future classes you will study methods of problem solving and classroom strategies for quality teaching. But in TEFB 322 we are asking "WHY" questions. "Why do people kill other people?" as Jefferson asks Wiggins in the film *A Lesson Before Dying*. "Why do schools use tracking to sort students?" as asked by the narrator in the film *Off Track*. "Why do some students tease and attack different students?" as asked in the film *In the Life*. "Why do some churches accept gay members and others do not?" as asked by the pastor in the film *A Wideness in God's Mercy*. "Why do some students join gangs and commit violence in schools and society?" as asked in the film *American History X*. "Why do various ethnic and religious groups kill, rape, and terrorize each other?" as asked in the film *Vukovar*. "How can teachers be supportive of students with disabilities and diseases?" as asked in the film *Little Secret*.

Remember, we are not looking for the answers to these questions. We are INQUIRING and THINKING about them. We are pondering different philosophies and insights from various sources. We will go to schools and interview teachers and students to find out what they think about racism, history, teacher pay, suicide, tracking, testing programs and TAAS,

homosexuality and Gay-Straight Alliances, religion and prayer in the classroom, gender issues, gangs, funding, textbooks, etc. We are meditating on difficult and challenging films that force us to ponder difficult questions. We are on a journey to find out what other people think....especially teachers and students in middle schools and high schools. We are not looking for concrete answers, teaching strategies, practical solutions, or the best techniques to address these problems in this class. Please relax, read, mediate, ponder, write papers, ask questions on the web board, interview students, observe teachers, analyze films, visit schools, watch challenging films, and think deeply! This is your task in TEFB 322.

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#### FIELD EXPERIENCES AT NAVASOTA HIGH

Our designated visitation days at Navasota are Tuesdays and Thursdays. Only five students may visit Navasota on any given day, and you must sign up in advance with Dr. Slattery. Here are a few reminders about field observations at Navasota High. First, please dress professionally. You must observe the faculty dress code and grooming code for each campus you visit. No jeans, shorts, sandals, tee shirts, etc. No facial jewelry allowed for men. Men should wear ties and women dresses (at least for the first visit). Observe the faculty dress code and conform to the norms of the school campus. Each school campus will have a slightly different standard. Second, drive carefully. Do not rush or speed to the campus. If you drive with a classmate, be sure that the car is in good mechanical condition. Park in designated spaces for visitors. Third, remember to check the schedules in advance. Avoid observations on TAAS testing days, holidays, and early dismissal days. Fourth, if you choose to observe at a school other than Navasota, be sure to present the letter of introduction found at the end of this syllabus. I will give you copies of this letter at our first class meeting. You must make your own contacts and schedules for observations other than Navasota High. However, remember that you may not do any observation at Bryan High or A&M Consolidated High. Fifth, I will make special arrangements for you to visit schools in Austin and Houston if you like. Sixth, never mention the name of a student, teacher, or administrator in your essays. Never present information (good or bad) that could identify the teacher, student, or classroom that you observed. All of your writing in the portfolio must be anonymous. Finally, enjoy the field experience and learn as much as possible. Ask a lot of questions. Always thank the teachers, students, and administrators who assist you. A card of thanks at the end of the semester would be appropriate. Additionally, Navasota High would like to receive a copy of your field notes if you are willing to share data.



September 1, 2002

Dear Professor;

\_\_\_\_\_ is enrolled as a student in TEFB 322 “Teaching and Schooling in the Modern Society” in the Fall Semester of 2002. This course requires 45 clock hours of school-based field experience. A placement process has been established for students to complete their observations and field experiences. Occasionally field experiences for this course will require students to be out of town for an entire day. This student is requesting permission to miss your class on the following date: \_\_\_\_\_. Thank you for considering this request. If you have any problems or concerns, please do not hesitate to contact me at 845-8397 or pslattery@tamu.edu.

Sincerely,

Dr. Patrick Slattery  
Professor  
Teaching, Learning, & Culture

September 1, 2002

To Whom It May Concern;

\_\_\_\_\_ is enrolled as a student in TEFB 322 “Teaching and Schooling in the Modern Society” in the Fall Semester of 2002. This course requires 45 clock hours of school-based field experience. A placement process has been established for students to complete their observations and field experiences in some local schools. However, some students prefer to complete their field experience requirements near their homes in a different school district. If you are willing to host this student for observations this semester, we would be most appreciative.

Students may complete their 45 clock hour field experience requirement by observing classroom teaching, interviewing teachers, interviewing students, shadowing a teacher for the day, shadowing a student for the day, assisting in school related activities or projects, completing a sociogram of a classroom or lunchroom, or gathering data from an administrator. Some students will choose a combination of these experiences.

At the end of the semester the student will submit a portfolio containing a report on the field experience, a log signed by the supervising teacher or administrator, and field notes gathered during the observations. The names of schools, teachers, and students will be omitted from the final report. The field reports will remain the property of the student and will not be published or circulated without written permission. Anonymity will be preserved for all participants.

Thank you for assisting this student who has requested to complete his or her field experience outside of the local schools. Your support of our preservice teachers is most appreciated.

Sincerely,

Patrick Slattery, PhD  
 Professor  
 pslattery@tamu.edu  
 979-845-8397

Sample TEFB 322 Field Experience Log

Date of Observation; Time (Hours)	Location	Activity	Signature
1-9-99; 8-11am (3)	Navasota H. Rm 318	Observe 9th English	
1-11-99; 1-3pm (2)	Bryan High, Rm 118	Interview 11 <sup>th</sup> Grade Math Teacher	
1-15-99; 3-6pm (3)	Austin High Art Rm	Supervise Art Club	
1-16-99; 8am-8pm (12)	Navasota Stadium	Shadow Teacher/Coach	
1-17-99; 7-8am (1)	Bryan High Office	Interview Principal	
1-21-99; 7am-3pm (8)	Brenham High	Shadow a 9 <sup>th</sup> Grade Student	
1-25-99; 1-3pm (2)	Bryan High, Room 2	Tutor a Student	
1-29-99; 1-2pm (1)	Caldwell High Library	Interview 10 Students	
2-5-99, 1-3pm (2)	Alta Vista High Rm 4	Lead a Discussion on Shakespeare	
2-15-99, 7am-3pm (8)	St. Joseph High Rm 111	Shadow 10 <sup>th</sup> Grade Science Teacher	
3-7-99, 6-9pm (3)	District Office of Lee County Education	Observe a School Board Meeting	
3-10-99; 9-11am; (3)	Austin Home School	Observe/Interview	
3-15-99; 11am-1pm; (2)	Brenham High Cafeteria	Sociogram of student interaction	
3-21-99; 1-5pm (4)	College Station Saturday Detention	Sociogram and Interview Students	
3-25-99; 3-5pm (2)	Telephone	Interview a Home Bound	





- \_\_\_\_\_ A short essay reflection following each field experience (1-2 pages typed).
- \_\_\_\_\_ A minimum of 45 hours required with a maximum of 15 hours on a private or home school campus and a maximum of 15 hours of school sponsored extracurricular events.
- \_\_\_\_\_ Two sociograms with annotated comments and a 2 page typed commentary on each
- \_\_\_\_\_ Two transcriptions (3-4 pages each) of an interview with a teacher/adm. and a student
- \_\_\_\_\_ The portfolio concludes with a final reflection of 2-3 typed pages on the entire field experience.
- \_\_\_\_\_ A copy of the course essays
- \_\_\_\_\_ Optional supplemental material (photographs, letters, and copies of list serve comments)
- \_\_\_\_\_ All names and identifying information kept anonymous.
- \_\_\_\_\_ All material labeled and neatly organized in correct order in a binder or on a CD ROM
- \_\_\_\_\_ Essays are reflective and insightful.