Penn State Harrisburg

EDMTH 302
Mathematics in Elementary Education II

Syllabus
Fall 2006

Day & Time:  Monday: 2:00 PM to 4:00 PM
              Wednesday: 1:00 PM to 3:00 PM

Location:  Olmsted W-239/241

Instructor:  Dr. Robert W Coffman

Email:  rwc11@psu.edu
Telephone:  (717) 948-6214
Fax:  (717) 948-6064
Office:  Olmsted W-331

Office Hours:  Monday: 9:30 AM to 11:00 AM
              Tuesday: 10:00 AM to 11:00 AM and 2:00 PM to 3:00 PM
              Wednesday: 9:30 AM to 11:00 AM and 3:00 PM to 4:00 PM

Other times by appointment*

* Appointments are strongly encouraged since at times the instructor will be visiting students during their
field experience and student teaching placements in area schools.

Homepage:  http://www.personal.psu.edu/rwc11

Catalog Description

“Survey of content, pedagogy, and psychology of mathematics instruction for grades 4 through 8. Emphasis is on
a concrete approach to instruction. Prerequisite: EDMTH 301.”

ANGEL Account Information

This course utilizes A New Global Environment for Learning (ANGEL), Penn State's Course Management
System (CMS) software. Students are urged to “bookmark” the following URL and visit it at least twice a week.

https://webaccess.psu.edu/services/

TaskStream Account Information

This course will also utilize TaskStream software, an Internet based program that students can use to create,
organize, and share reflective electronic portfolios that demonstrate learned competencies. Candidates will submit work
for review and evaluation, collaborate with peers, and receive feedback from the instructor. Penn State Harrisburg is
paying all candidate expenses for this service. Additional information will be presented throughout the semester as details
become available. Students are urged to “bookmark” the following URL and visit it as often as necessary.

http://www.taskstream.com/pub/
**Required Course Materials**

Textbook:

Elementary Classroom Mathematics Textbook: Supplied at field placement.

Calculator

Penn State University Access ID

ANGEL: Provided by Penn State University

TaskStream: Provided by Penn State Harrisburg

**Additional Materials to Consider**

Field Placement Textbook for PSH El Ed Majors:

APA Manual of Style (Fifth Edition)

PRAXIS Study Guides from ETS ([www.teachingandlearning.org](http://www.teachingandlearning.org))
Elementary Education Curriculum, Instruction, and Assessment Study Guide (2000) (Test Codes 0011 + 0016)
Principles of Learning and Teaching Study Guide (2001) (Test Codes 0522, 0523, 0524)


Hands-On Teaching Strategies Kit available from EDT Cuisenaire


**Student Memberships:**

The National Council of Teachers of Mathematics (NCTM)  
[https://www.nctm.org/membership/application/student.asp](https://www.nctm.org/membership/application/student.asp)

The Pennsylvania Council of Teachers of Mathematics (PCTM)  
[http://www.pctm.org](http://www.pctm.org)

Keystone Teachers Association (KEYTA)  

The Pennsylvania State Education Association (PSEA)  
Email

At times, your instructor will send messages to your PSU Access account. It is the responsibility of each student to assure they receive all electronic messages from the instructor. One of the resources available to accomplish this is PSU Webmail. PSU Webmail is accessed via the PSU webaccess URL noted below:

https://webaccess.psu.edu/services/

Another option available is to have emails forwarded to commercial or other accounts. Students who choose to have messages forwarded to services other than the PSU Email account may do so at the following URL:

https://www.work.psu.edu

Note: The “s” in “https:” indicates that this server runs SSL (Secure Socket Layer) which means that the server is secure and that all communication with this server is encrypted. In addition to helping you change your e-mail forwarding address, this server has other utilities to help you manage your account at PSU.

Course Overview

The major purpose of this course is to encourage the development of the necessary mathematical skills and attitudes necessary for effective mathematics teaching in the elementary and middle school of today and tomorrow. The course will focus on methods and materials that are effective in teaching mathematics to elementary school students.

The course encourages the development of the necessary mathematical skills for teaching math in the elementary classroom of the new millennium. Effective teaching of mathematics demands that the elementary teacher master the knowledge, attitudes, and skills of mathematics.

The course objectives include the development of an understanding of Mathematics Education as it relates to national standards and curriculum change, children’s learning of mathematics, objectives of teaching various topics, teaching strategies, and evaluation.

Course resources include numerous electronic resources, the course textbook, reading assignments, field-based textbook, selected manipulatives, an extensive field experience, and a variety of related activities. Students are expected to participate fully in all class activities and complete assignments correctly and on time. Students will gain an understanding of the relationship between research and theory in mathematics education and how they relate to instructional practices in the elementary classroom.

Course topics include: Whole Number Operations; Assessment; Technology as related to Math Education; Fraction Concepts, Computation, & Operations; Decimals; Percents; Ratio and Proportion; Statistics; Probability; Data Analysis and Graphing; Measurement; Geometry; Patterns and Logical Reasoning; Functions, Exponents, Integers & Real Numbers; the integration of math with other curricular areas; and ongoing review of Mathematics Education Reform Issues.

The use of calculators will be integrated throughout the course. Problem solving, number sense, literature connections, technology, alternative assessment and equity issues are threaded throughout the semester. “Number sense” along with problem solving and assessment are also incorporated throughout the course.

As teachers, we want to assist our students to learn to think mathematically. Simple computation skills should not be our only major concern. Because computation has many forms it plays an important role problem solving. You expected learn to analyze your students’ error patterns in computation in order to assist you in developing appropriate procedures and strategies to assist students in learning the desired concepts and skills.

Students are encouraged to develop a positive attitude towards mathematics as part of the continuing theme of the course, “Almost everything can be thought of as a math problem.”
Student Expectations

Students are expected to come to class prepared to participate in and contribute to thoughtful discussions and activities on a regular basis in small group and whole class activities and discussions. Students are expected to display enthusiasm, interest, and a positive attitude. Professional behavior is expected of all students at all times. Classes will be conducted in an atmosphere of cooperation and mutual respect. It is expected that all students will treat fellow classmates, students, and the instructor with respect and courtesy. They in turn, will also be treated with respect and courtesy.

Students are expected to read all articles and assigned chapters from the textbook in preparation for each class. Students should be ready to complete an unannounced writing activity on any assigned reading.

Attendance will be taken and students who are unable to attend class must contact the instructor prior to an absence. All absences must be excused (illness, death in the family, etc.) with appropriate documentation. A penalty of up to 5% of the final grade will be assessed for each unexcused absence. The final grade for the course will be reduced by up to 2% for each tardy.

Students will be responsible for the completion of various assignments throughout the course. Those assignments must be completed correctly and on time. The instructor reserves the right to not accept late work and/or deduct up to 20% per week of the point value for any assignment submitted late. Requirements for each assignment will be given as part of the classroom sessions related to those specific assignments. Unless prior arrangements have been made with the instructor, students are “on their own” to complete make up work. Students must request permission to submit assignments later than the due date via email. The instructor response must be attached to the assignment at the time of submission. Credit for late work is given at the discretion of the instructor. Students will be expected to self-assess their demonstrated writing skills on specific assignments during the semester using a rubric provided by the instructor.

Requirements for each assignment will be given as part of the classroom sessions related to those specific assignments. Assignments will be evaluated based on the requirements of each specific activity. All written assignments must be double-spaced using Times New Roman 10 point or larger format. No handwritten assignments will be accepted except as directed by the instructor. All work must have a typed cover page indicating the student’s name, date, assignment description, course, and section on the cover page. All work must have correct grammar, spelling, format, content, and be completed as assigned. Students must keep copies of all original completed work and “backup copies” of all assignments.

Students must report to their field placements on time and stay for the entire time. All students are expected to follow the attendance policy and faculty dress codes for participating in the required field experience. That policy is found in the Elementary Education student handbook. Missed field placements must be made up. Students are expected to participate in professional educational opportunities at the university, in their field placements, and other locations as deemed appropriate. These should be described as part of the professional self-assessment.

As a courtesy to everyone, Cell Phones, and Pagers must be turned off during class. Students who need to request a temporary exemption from this policy should confer with the instructor. Students should not “IM” anyone during class time. If this occurs, the instructor reserves the right to reduce the student’s grade in the course by up to 5% if a temporary exemption has not been granted.

During the two weeks of full day field experience, students are expected to actively participate in the EDMTH 302 ANGEL Chat on a daily basis. The instructor reserves the right to substitute a TaskStream message board for one of the ANGEL Chats.
EDMTH 302 Tentative Class Sequence

A tentative class schedule has been attached to this syllabus as a guide to assist the student in planning. Although every attempt will be made to adhere to the schedule, the instructor reserves the right to modify it as necessary. Topics may be modified, added, or deleted from the list of specific activities and assignments as necessary at the sole discretion of the instructor.

Classroom Accommodations for Students with Disabilities

Note to students with disabilities: It is Penn State’s policy not to discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for modification in this course, contact your instructor and the Disability Service Coordinator in the Student Assistance Center in W-117 Olmsted or by phone at (717) 948-6024. Your instructor should be notified during the first week of class.

Full Day Field Experience

<table>
<thead>
<tr>
<th>Dates</th>
<th>NO Mon or Wed class: First Rotation Full Day Field Experience (Daily Participation in ANGEL Threaded Chat Activity: all week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Oct 23 - 26</td>
<td>No Wed Class: Second Rotation Full Day Field Experience (Mon class will meet) (Daily Participation in ANGEL Threaded Chat Activity: all week) (The instructor reserves the right to substitute TaskStream for this week.)</td>
</tr>
<tr>
<td>Week of Nov 28 - 30</td>
<td></td>
</tr>
</tbody>
</table>

Penn State Harrisburg Learning Center

The Learning Center provides tutoring services and academic resources, primarily in writing and math. To see the range of courses that the Learning Center supports, visit their web site, [www.hbg.psu.edu/LearningCenter/](http://www.hbg.psu.edu/LearningCenter/). Students may call 948-6475, or drop in to Olmsted C-216 for assistance. Learning Center handouts and recommended resources are available at the Learning Center and posted in the ANGEL group, Harrisburg Learning Center Resources. Students may also reserve a technology room for a study group or for preparing small group presentations.

Classes will always be held at the scheduled time and place unless Penn State Harrisburg closes due to weather conditions as set forth in the student handbook. Students should refer to their student handbook hardcopy or online or the PSH homepage ([http://www.hbg.psu.edu](http://www.hbg.psu.edu)) for complete information.
A. Exams

Major Exams

The purpose of these assignments is to allow candidates the opportunity to demonstrate their mastery of basic foundations of teaching mathematics in the elementary and middle school classroom. There are two major exams: one is tentatively scheduled for the week of November 13th and a final exam at the end of the semester. These exams cover the content of all class discussions and assigned readings to date. Candidates will be expected to use and apply their knowledge of mathematics; the way children learn mathematics, and appropriate methods of teaching mathematics. Both exams are comprehensive and cover material from the beginning of the previous course, EDMTH 301, through current work.

Pop Quizzes

There are times at which the instructor may choose to give unannounced “pop quizzes” that cover assigned readings in the textbook and articles, related field activities, and other current assignments.

B. Field Experience Activities

The purpose of these activities is to give candidates experience in daily responsibilities of an elementary classroom teacher and allow them to participate in various classroom activities on a regular basis. Complete details regarding these activities are contained on the EDMT 302 ANGEL account.

1. Math Lesson and Reflection

The purpose of this assignment is to give candidates experience in planning for appropriate and intelligent mathematics instruction. The assignment is designed to assist the student in articulating appropriate objectives, procedures, assessments, and outcomes to others through the development of a sample lesson that may be used in the future. The lesson may be part of an overall unit plan or a separate unrelated lesson. Candidates are encouraged to complete their math lessons in the field as soon as possible, preferably during their first rotation. To avoid late penalty, lesson reflections must be submitted at the beginning of the class following the date the lesson was taught. Complete details and requirements regarding this assignment will be posted on the EDMT 302 ANGEL account.

Candidates needing special consideration regarding the math lesson should consult with the instructor.

2. Compilation of Additional Field Experiences

The purpose of this assignment is to give candidates the opportunity to acquire a wide variety of experiences in the elementary classroom setting with a flexible format while allowing them to create a meaningful compilation of artifacts that represent their professional growth during their two field placements in the urban setting.

3. ANGEL Chat and TaskStream Threaded Discussion Boards

The purpose of this assignment is to assist candidates in developing and refining their pedagogical skills as related to their extended field experiences in the urban setting. Candidates are required to participate in thoughtful exchange of ideas and thoughts daily throughout their full-day field experience days. Format for the first full week of this process is EDMTH 302 ANGEL account and, at the discretion of the instructor, TaskStream will be used during the second full week.
C. **TaskStream Activity**

This course will also utilize TaskStream software, an Internet based program that students can use to create, organize, and share reflective electronic portfolios that demonstrate learned competencies. Candidates will submit work for review and evaluation, collaborate with peers, and receive feedback from the instructor. Penn State Harrisburg is paying all candidate expenses for this service. Additional information will be presented throughout the semester as details become available. Students are urged to “bookmark” the following URL and visit it as often as necessary.

D. **Elementary Mathematics Textbook Analysis and Review**

The purpose of this activity is to assist candidates in becoming familiar with elementary mathematics textbooks as related to their development by publishers, selection by school districts, and usage in the elementary classroom. Candidates will review the teacher’s edition of a selected elementary mathematics textbook series in class on the date designated and complete the required digital component that accompanies this assignment and is posted on EDMTH 302 ANGEL account.

E. **Professional Self-Assessment**

The purpose of this assignment is to assist candidates in assessing their professional performance and growth throughout the semester and program. It reflects various factors including attendance, the degree of preparation candidates exhibit, disposition toward teaching and learning, and level of participation in discussions and activities. This assignment is designed to be a professional self-evaluation with the intent of assisting candidates in developing the kind of professionalism that will make them a credit to their chosen profession. It is expected that candidates will demonstrate responsibility, cooperation, respect for others, always doing their best, and doing all of this with integrity and professionalism.

This self-assessment should focus on overall growth over the previous three semesters and look forward toward the student teaching experience next fall as well as to the future as an outstanding elementary classroom teacher. It is part of the take-home final examination.

F. **Unit (Integrated with EDUC 321 and/or EDUC 353)**

The purpose of this assignment is to provide candidates with experience in developing, designing and planning a sequential, coherent set of lessons for meaningful mathematics instruction by articulating goals, objectives, procedures, and outcomes to others related to a particular topic while also providing a sample unit that may be of use in the future. Candidates are strongly urged to integrate math into the unit they complete for EDUC 321 or EDUC 353 for this assignment instead of developing a “stand alone” math unit. Candidates should assure that their unit includes coherent and appropriate mathematical content and/or context. Candidates who have questions regarding the unit are urged to consult with your instructor at any time during the development of this unit. Due dates and all other requirements for the unit will coincide with those established for EDUC 321 and EDUC 353.

G. **Fractions Paper (Draft & Final Version)**

The purpose of this activity is to assist candidates in developing a sound philosophical and pedagogical foundation which they will use to facilitate the instruction of fractions in their classrooms. The paper is to be completed in two parts with the initial draft submitted for review prior to completion and submission of the final draft. Complete details and requirements regarding this assignment will be posted on the EDMTH 302 ANGEL account.
H. Course Grading and Due Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tentative Due Date and/or Class Period</th>
<th>Point Value</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft Paper: “How I Will Teach Fractions”</td>
<td>9/25</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Revised Paper: “How I will Teach Fractions”</td>
<td>10/2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Class Participation and Pop Quiz: Total Points</td>
<td>Ongoing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Field: Lesson Reflection Package</td>
<td>10/30</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Field: Compilation of Related Activities</td>
<td>12/4</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Elementary Math Textbook: Process &amp; Product</td>
<td>11/6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>TaskStream Activity</td>
<td>11/13</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Math in EDUC 321 and/or EDUC 343 Unit</td>
<td>TBA</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>ANGEL Talk #1 (Daily: Week of 10/23 – 10/26)</td>
<td>As Posted</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>ANGEL Talk #1 (Daily: Week of 11/28 – 11/30)</td>
<td>As Posted</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Major Exam</td>
<td>11/13</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Professional Self Assessment (Take Home Format)</td>
<td>12/11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Exam (Take Home Format: Includes PSA)</td>
<td>12/18</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>TOTAL Points</td>
<td></td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

TBA: To Be Announced.

The due date for the Unit will be developed in consultation with students and appropriate faculty members.

I. Course Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points out of 500</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 and above</td>
<td>475.0 – 500.0</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94.9</td>
<td>450.0 – 474.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.7 – 89.9</td>
<td>438.5 – 449.9</td>
</tr>
<tr>
<td>B</td>
<td>83.33 – 87.6</td>
<td>416.7 – 438.4</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.32</td>
<td>400.0 – 416.6</td>
</tr>
<tr>
<td>C+</td>
<td>75 – 79.9</td>
<td>375.0 – 399.9</td>
</tr>
<tr>
<td>C</td>
<td>70 – 74.9</td>
<td>350.0 – 374.9</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9</td>
<td>300.0 – 349.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Below 299.9</td>
</tr>
</tbody>
</table>
Penn State Harrisburg’s CONCEPTUAL FRAMEWORK

Penn State Harrisburg’s Teacher Education Program is committed to the development of

_Lifelong Reflective Professionals Committed to the Learning of All Students._

**Vision and Mission**

The *vision* of the College’s Teacher Education Unit is dedicated to providing interdisciplinary instruction and experiences which:

- Promote a democratic view of the schools and society;
- Foster critical, creative, and reflective thinking;
- Enhance the understanding and appreciation of diverse cultures;
- Nurture sensitive and caring attitudes;
- Extend content knowledge and pedagogical competencies; and
- Instill a commitment to scholarship and professionalism.

The *mission* of the Teacher Education Unit is to facilitate the development of candidates who are life-long reflective professionals committed to the learning of all students with an emphasis on:

- Student-centered education;
- Teachers as life-long learners and reflective professionals;
- Current research and best practices;
- Standards-based curriculum and dynamic assessment; and
- Interdisciplinary knowledge and curriculum.

**Core Elements**

Several interwoven concepts form the knowledge bases of research and best practices that provide structure and direction for the Teacher Education Unit: a constructivist philosophy of learning, standards-based curriculum, authentic instructional experiences, and reflective practices.
J. **Best Practices in the Elementary Classroom**

Adapted from the National Council of Teachers of Mathematics (NCTM)

High Expectations – for ALL students.

Integrate mathematics concepts and principles with real-life scenarios.

Reflects sound principles from research on how students learn.

Uses numerous strategies and techniques to assure student success.

Ongoing assessment is done using a variety of appropriate assessment strategies.

Uses technology (calculators, computers, applications, etc.) continuously and appropriately.

Uses various strategies to help students increase their confidence in their ability to DO math.

Applies research on how children learn mathematics.

Conceptually based – not just rote memorization of facts, terms, and algorithms. Emphasis is on a solid learning and understanding of concepts and reasoning within a problem solving context.

Students complete meaningful activities allowing them to CONSTRUCT and APPLY their own knowledge and understanding of core mathematics concepts.

Helps students develop a “mathematical literacy” so they can use and apply mathematics to all facets of their lives.

Integrates Mathematics into all facets of curriculum.

THEME: “Everything can be thought of as a math problem!”

What others can YOU add?
Academic Integrity:

It is imperative that as future educators, all students strictly adhere to a high level of personal and professional integrity. All students are expected to complete and submit their own work, except when cooperation and collaboration are encouraged. Sources must be documented through the use of suitable reference notations. Students who are in doubt regarding the appropriate manner in which to handle a particular circumstance should consult with the instructor.

Academic dishonesty may result in a failing grade for the course and may lead to suspension from the University. All students are expected to adhere to all policies and procedures stated in the Penn State Harrisburg Academic Integrity brochure and on the PSH homepage. (http://www.hbg.psu.edu/bsed/integrity.pdf)

49-20 Academic Integrity Policy:
(http://www.psu.edu/dept/ufs/policies/47-00.html#49-20)

G-9 Academic Integrity Procedure:
(http://www.psu.edu/dept/oue/aappm/G-9.html)

The Pennsylvania State University Policy 49-20 Academic Integrity:

Definition and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments (Senate Policy 44-40: Proctoring of Examinations). At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

Committee on Academic Integrity: Each College Dean (or Campus Executive Officer as determined by College policy) shall appoint a Committee on Academic Integrity made up of faculty, students, and academic administrators with faculty being the majority. This committee shall:

1. Promote expectations for academic integrity consistent with the definition in this policy.

2. Ensure fairness and consistency in processes and outcomes. To ensure University-wide consistency, College Committees will work with the Office of Judicial Affairs and the Office of the Provost of the University to develop procedures for handling and sanctioning dishonesty infractions.

3. Review and settle all contested cases in which academic sanctions are applied. If necessary, further disciplinary action will be taken by Judicial Affairs.

4. Record all cases of academic dishonesty within a college and report them to Judicial Affairs.
Students will be expected to self-assess their demonstrated writing skills as noted on specific assignments during the semester using the rubric noted below. Writing characteristics assessed should include content, organization, writing style, conventions, and focus. Writing is to be assessed using a scale from 0 to 5.

### Content:
Information and details specifically address the assigned topic. The content is applicable to the focus and ideas are thoroughly developed.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Lack of relevant content</td>
</tr>
<tr>
<td>1</td>
<td>Superficial meaningless content</td>
</tr>
<tr>
<td>2</td>
<td>Limited content (listing, sequence of ideas, repetition, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>Some precision and variety in sentence structure and word choice</td>
</tr>
<tr>
<td>4</td>
<td>Precise and varied sentence structure and word choice</td>
</tr>
<tr>
<td>5</td>
<td>Sophisticated ideas that are especially well developed</td>
</tr>
</tbody>
</table>

### Organization:
Ideas are expressed in a logical sequence and each paragraph deals with one major subject. Transitions within sentences and between paragraphs are logical and coherent. Introduction, body, and conclusion are obvious.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Total lack of organization</td>
</tr>
<tr>
<td>1</td>
<td>Minimal and/or confused organization</td>
</tr>
<tr>
<td>2</td>
<td>Inconsistent organization</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate organization</td>
</tr>
<tr>
<td>4</td>
<td>Logical, meaningful, well planned, and appropriate organization</td>
</tr>
<tr>
<td>5</td>
<td>Extremely well designed and/or subtle organization</td>
</tr>
</tbody>
</table>

### Writing Style:
Precise language with effective word choice and original language. Uses a variety of sentence structures, types, and lengths.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No apparent command of sentence structure and word choice</td>
</tr>
<tr>
<td>1</td>
<td>Minimal command of sentence structure and word choice</td>
</tr>
<tr>
<td>2</td>
<td>Some command of sentence structure and word choice but limited in selection and range</td>
</tr>
<tr>
<td>3</td>
<td>Some precision and variety in sentence structure and word choice</td>
</tr>
<tr>
<td>4</td>
<td>Precision and variety in sentence structure and word choice</td>
</tr>
<tr>
<td>5</td>
<td>Extremely precise language, effective word choice</td>
</tr>
</tbody>
</table>

### Conventions:
Mechanics of writing including spelling, punctuation, and capitalization. Included here are usage (pronoun references, subject-verb agreement, syntax, etc.) and sentence completeness.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Mechanical and usage errors so severe that ideas are almost impossible to understand</td>
</tr>
<tr>
<td>1</td>
<td>Mechanical and usage errors that seriously interfere with writer’s purpose</td>
</tr>
<tr>
<td>2</td>
<td>Repeated weaknesses in mechanics and usage</td>
</tr>
<tr>
<td>3</td>
<td>Mechanical and usage errors not severe enough to interfere significantly with writer’s purpose</td>
</tr>
<tr>
<td>4</td>
<td>Minimal mechanical and usage errors</td>
</tr>
<tr>
<td>5</td>
<td>No mechanical and usage errors</td>
</tr>
</tbody>
</table>

### Focus:
Demonstrates an awareness of task or topic, establishes and maintains a clear purpose, sustains the point of view, and exhibits clarity of ideas.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Total lack of focus</td>
</tr>
<tr>
<td>1</td>
<td>Minimal or confused focus</td>
</tr>
<tr>
<td>2</td>
<td>Vague or unclear focus</td>
</tr>
<tr>
<td>3</td>
<td>Adequate focus to communicate main idea(s)</td>
</tr>
<tr>
<td>4</td>
<td>Clear, understandable, and comprehensible focus</td>
</tr>
<tr>
<td>5</td>
<td>Sharp, clear, and distinct focus</td>
</tr>
</tbody>
</table>

Adapted from Pennsylvania Department of Education: PA State Standards & Assessment Holistic Scoring Guide
Mission Statement of Penn State Harrisburg’s Teacher Education Programs:

Our mission is to facilitate student-centered education designed to prepare life-long reflective teachers who build positive learning environments for all learners based on current best practices. To promote the application of theory to practice, we integrate a standards-based, interdisciplinary curriculum with extensive field experiences in culturally diverse settings.

Vision Statement of Penn State Harrisburg’s Teacher Education Programs:

The Teacher Education Program at Penn State Harrisburg are dedicated to providing interdisciplinary instruction and experiences which:

* Promote a democratic view of the schools and society:
Democratic educators understand how social institutions impact learning and teaching and ensure that all children have equal opportunity for a quality education. They also know that within democratic education, the whole experience defines the learning process that is always evolving.

* Foster critical, creative, and reflective thinking,
Teachers of the future need to engage in effective critical, creative, and reflective thinking, as well as be able to foster the same skills in their students. Critical thinking refers to the rigorous evaluation of the value or accuracy of information, assertion, and sources of data. Creative thinking refers to developing an original product or process that fulfills a specific need. Reflective thinking involves being aware of one's own thinking concerning professional issues and practice. Each type of thinking requires dispositions and attitudes conducive to its development. Taken together, critical, creative, and reflective thinking lead to improved decision making, problem solving, teaching, and learning.

* Enhance the understanding and appreciation of diverse cultures,
Teachers need to comprehend, analyze, respect, and value similarities and differences in languages, customs, rituals, kinship systems, belief systems, histories, and economies. Through example and pedagogy, teachers also need to pass on their knowledge and convictions to their students.

* Nurture sensitive and caring attitudes,
Effective teachers are empathetic, understand individual students in terms of their uniqueness, and interact appropriately with students to enhance their personal responsibility and self-esteem.

* Extend content knowledge and pedagogical competencies, and
Teachers continually expand their content knowledge and pedagogy and translate these into practice. They develop the ability to plan, implement and assess effective curriculum and instruction using technology as well as a variety of appropriate learning tools based upon the needs of learners.

* Instill a commitment to scholarship and professionalism.
Graduates of education programs at PSH will be committed to scholarship and professionalism by continued growth through membership and participation in professional communities. They will engage in lifelong learning, inquiry, action research, and intellectual discourse. They will adhere to an advocacy of established ethical standards, and they will demonstrate a dedication to excellence and pride in the profession.