ECE 314/SOC 312: The Child, the Family, and the Community

Course Syllabus, Spring 2015

Contact Information

Instructor: Dr. Norman Lorenz

916-558-2249
lorenzn@scc.losrios.edu
www.scc.losrios.edu/normanlorenz
Office Location: Rodda South 287

Student Office Hours: Main Campus
M-1:00 -1:30 p.m. (CDC lab) & 4:30-5 p.m.;
W- 1:00 -1:30 p.m. (CDC lab) & 3:00-3:30 p.m.;
T-Th- 10:30- 11:00 a.m. or
By appointment, D2L text message or
Skype: norman.lorenz
For Google Communications-
w0005153@apps.losrios.edu

Semester Begins & Ends
January 21- May 13
No Class
1/19; 2/13 & 2/16
Spring Break, March 30-April 5;
Exam Week
Wednesday, May 20, 12:45-2:45 p.m.

To Access Class
Desire to Learn Student
Learning Management System
www.d2l.losrios.edu;

Networks:
www.scc.losrios.edu/normanlorenz
http://www.facebook.com/norman.lorenz.98
https://twitter.com/lorenzn
http://www.linkedin.com/pub/norman-lorenz-m-
ed/1b/805/5b7/

Resources
https://evernote.com/

Textbook and Supplies

Child, Family, School Community: Socialization and Support, 9th Edition
Roberta Berns
e-text: ISBN 1133471013
Print: ISBN 1111830967

Supplemental text, resource materials and reading assignments may be provided by the instructor at
https://apps.losrios.edu/login.html.

An e-Portfolio in google drive with tabbed folders to retain information sections and chapter resources are
located at: https://apps.losrios.edu/login.html

E-Text resource:
http://www.coursesmart.com/97811111830960?_professorview=false&_hdv=6.8

Basic Course Information

<table>
<thead>
<tr>
<th>Identifier:</th>
<th>ECE 314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>The Child, the Family and the Community</td>
</tr>
</tbody>
</table>
| Same As:          | FCS 314 (The Child, the Family and the Community)

Dr. Norman Lorenz, Sacramento City College, Spring 2015
### Units:
3.00

### Advisory:
ENGWR 101 or 103; or ESLL 320, ESLR 320, ESLW 320.

### Hours:
54 hours lecture

### Description:
This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school, and community and emphasizing historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families. Influences on growth and development including media, social class, gender, sexual orientation, racial/ethnic groups, and their relationship to family behavior will be studied. Students will identify and evaluate personal family dynamics and consequences. Students may receive credit for ECE 314 or SOC 312, but not both.

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**Student Learning Outcomes and Objectives**

**Upon completion of this course, the student will be able to:**

1. analyze theories of socialization that address the interrelationship of child, family, and community.
2. critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
3. synthesize and analyze research regarding social issues, changes, and transitions that affect children, families, schools, and communities.
4. critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning.
5. analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
6. recognize and compare the influence of diverse populations on the socialization of children.
7. review public policy as it relates to the well-being of children and families.

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**Course Topics and Tentative Schedule - M-W, January 21- May 20, 2015; 1:30-2:50 p.m.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Ch</th>
<th>Lecture Topic</th>
<th>#SLO</th>
<th>Group Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday January 19, Martin Luther King Jr. Day, No school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/26-28 Week 2</td>
<td></td>
<td><strong>Observation &amp; Methodologies of Learning</strong></td>
<td>#1-7</td>
<td>Group Presentations meet to gather info.</td>
<td>Read Observation &amp; Methodologies; can be acquired at <a href="http://www.d2l.losrios.edu">www.d2l.losrios.edu</a> under content outline or at <a href="https://apps.losrios.edu/login.html">https://apps.losrios.edu/login.html</a> under the observation folder in our 314 course.</td>
</tr>
<tr>
<td>2/2-4 Week 3</td>
<td></td>
<td><strong>Dalton Sherman keynote:</strong> <a href="http://www.youtube.com/watch?v=HAMLOnSNwzA">http://www.youtube.com/watch?v=HAMLOnSNwzA</a>; Ecology of the Child-<a href="http://www.youtube.com/watch?v=mWkbE4HMeasure-player_embedded">http://www.youtube.com/watch?v=mWkbE4HMeasure-player_embedded</a></td>
<td>1,3,4,5,6</td>
<td>Behavior and Discipline</td>
<td>Group project &amp; Research choice</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Resources</th>
<th>Traits</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/9-11</td>
<td>2</td>
<td>Ecology of Socialization</td>
<td><a href="http://www.edutopia.org/clear-view-charter-elementary-school">http://www.edutopia.org/clear-view-charter-elementary-school</a></td>
<td>1,3,4,5,6</td>
<td>D2L DB &amp; Quiz 1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Ecology of the Family</td>
<td><a href="http://blogs.saccc.ca/saccc/2008/04/02/Changing_American_Family#chapter_00">http://blogs.saccc.ca/saccc/2008/04/02/Changing_American_Family#chapter_00</a></td>
<td>Self Esteem - Family styles - Family Development</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>4</td>
<td>Monday February 16, George Washington Birthday, No school</td>
<td></td>
<td>Observation 1 due 2/25, closes at 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>5</td>
<td>E-Portfolio resources - meet in Computer lab LRC for Google drive presentation</td>
<td><a href="http://www.edutopia.org/clear-view-charter-elementary-school">http://www.edutopia.org/clear-view-charter-elementary-school</a></td>
<td>1,3,4,5,6</td>
<td>D2L DB &amp; Quiz 2</td>
</tr>
<tr>
<td>2/23-25</td>
<td>6</td>
<td>Ecology of the Family</td>
<td><a href="http://blogs.saccc.ca/saccc/2008/04/02/Changing_American_Family#chapter_00">http://blogs.saccc.ca/saccc/2008/04/02/Changing_American_Family#chapter_00</a></td>
<td>Socialization patterns - Physical environments</td>
<td>D2L DB &amp; Quiz 3</td>
</tr>
</tbody>
</table>

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### Course Policies

**Conduct In Class Policy**
Any acts of classroom disruption that go beyond the normal rights of students to question and discuss with instructors the educational process relative to subject content will not be tolerated, in accordance with the Academic Code of Conduct described through Los Rios Community College District.

**Children In Class Policy**
Only in extreme cases are children allowed in classroom or laboratory facilities, and then only with approval of the instructor prior to beginning class.

**Electronic Devices in Class Policy**
Cellular phones, pagers, CD players, radios, and similar devices shall be on vibrate only in the classroom and laboratory facilities. Please refrain from use of texting and/or phone during the class period; if you "must" take a call or text, it is expected that you exit the classroom. Realize that this warrants being absent from class. Reasonable laptop-size computers may be used in lecture for the purpose of taking notes and/or assessments.

**Examination Policy**
There are announced examinations. D2L will be used (www.d2l.losrios.edu) with directions provided in class. 
*Preparing for Examinations:* Attend lecture and read the chapters. At least 90% of the questions are taken directly from the reading material. These assessments are open book.
*In Case You Are Late or Absent:* It is your responsibility to get the course notes, handouts, and laboratory assignments should you miss class or be late. In nearly every case, lecture notes can be available via D2L.

**Code of Conduct/Plagiarism**
Students are expected to uphold the school’s standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student's own work. Students shall be guilty of violating the honor code if they:
1. Represent the work of others as his/her own product. See plagiarism-
   http://www.youtube.com/watch?v=Mwbw9KF-ACY
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining
   additional credit.
5. Misrepresent the content of submitted work.

The penalty for violating the honor code is severe. Any student violating the honor code is subject to receive a failing
grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a
particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the
situation.

For this class, it is permissible to assist classmates in general discussions of computing techniques. General advice
and interaction are encouraged. Each person, however, must develop his or her own solutions to the assigned
projects, assignments, and tasks. In other words, students may not "work together" on graded assignments unless
specified by the assignments identified.

Disabilities Policy
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled
to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations
needed for the course.

Lecture, Laboratory, and Examination schedule
You are expected to read each assigned chapter and accompanying project prior to the lecture. Lectures will be to
the point, and will discuss the highlights of the focus for that week. Most of the class time will be spent working on
your Laboratory assignments.

Weekly Laboratory assignments can only be handed immediately BEFORE lecture begins the following week.
Laboratory assignments handed in after lecture begins the following week are considered late.
No LATE assignments will be accepted (unless arrangements are made in advance).

Instructional Delivery Modalities
This course may be taught using the following instructional delivery modalities:
• In-Person & out of class assignments and exam responsibilities through web-enhanced, through D2L.

Instructional Methods and in class Activities that strengthen Student Success
Lectures will be presented on the socialization process and influences. Large and small group discussions will be
conducted to problem-solve issues based on text reading. Multimedia presentations, guest presentations, field
studies and demonstrations will be part of in-class activities. Students will be asked to apply theory and research
presented in the text to scenarios in the life and where they may be applied across the career path. Students will use
critical thinking skills to decipher which theories are applicable in different situations and ideally follow this five-step
process to recognize content and bring about contextual meaning as to how the information may integrate into career
path development.

1. Read the assigned text information and class lecture outlines prior to the class period;
2. Participate individually in topic orientations of the content that creates small group prompted discussions
3. Share these small group perspectives based on the research presented as it relates to the large group
4. Integrate the individual; small and large group perspectives with a second reading that relates the
discussion board responses to address student-learning outcomes, equate into educational goals, and
develops career path inspirations.
5. Finally, through these multi directional/dimensional venues of learning, prepare and complete
   assignments including discussion boards, observations, research, and assessments and they contribute
to overall teaching and learning to student success.

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The Seven Principles of Montessori Education are used as Instructional Pedagogies in the Community College Classroom

The value of the preceding information sets the stage for the student to gain access and participate in an environment that is enriched with the promise to share prior knowledge in a way that links with the current trends and issues facing our careers and work lives. In order to create success in learning, the following seven principles are guides to the professors professional conduct that seeks to promote eventual changes in how the students participates in their own education (Montessori, 1967).

- Respect for the student learning with prior knowledge
- The absorbent mind- The ability apply and analyze basic knowledge
- The process of Normalization- Creating a trust in building the relationship
- The Sensitive periods- Based on trust in the relationship, an awareness that development of knowledge increases as the student applies critical thinking such as problem solving and decision making
- The Prepared Environment- The physical space is vital to offering student centered engagement
- Preparation of the Teacher- The role is to come prepared with content and demonstrate flexibility regarding the needs of the students as they will build the contextual value; meaning erupts
- Role of the student adult to be defined and explained as these developmental characteristics are carried out in the adult classroom and environment such as “work environment”

On Course Instructional Qualities to Student Success-

- Self-Responsibility
- Self-Motivation
- Self-Management
- Interdependence
- Self-Awareness
- Life Long Learning
- Emotional Intelligence
- Self-Belief

Evaluation Methods

Students will complete written examinations with objective questions that analyze, evaluate and synthesize concepts related to the children in family systems. Students will write and present a case study of a child, in which child development principles and an understanding of the whole child within the context of culture, family, society and the physical environment will be applied. Students will research and examine community agencies and referral systems that specialize in support and resources for children and families. Students will reflect on the socialization influences of their own life and write a paper about these influences as they relate to the Systems Theory.

Assignments- Must be in a Microsoft word document, “.doc”, “RTF” or a “PDF” only

Rubrics & Grading

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Point Value</th>
<th>SLO #</th>
<th>Percent % of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>32 sessions @ 5 points each</td>
<td>6</td>
<td>/160= 16%</td>
</tr>
<tr>
<td>Chapter Discussion &amp; Tutorial Quizzes</td>
<td>1,2,3,4,5,6, 7,8,9,10,11 &amp; 12 totaling 100 point (10 pts. Each)</td>
<td>1,2,5,7</td>
<td>/220= 24%</td>
</tr>
<tr>
<td>Observation/Resource</td>
<td>2 Items at 50 points each</td>
<td>2,3,4,5,6</td>
<td>/100=10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>One research summary on socialization @100</td>
<td>3,6</td>
<td>/100=10%</td>
</tr>
<tr>
<td>Oral Project</td>
<td>One group project at 100 points</td>
<td>1-7</td>
<td>/100=10%</td>
</tr>
<tr>
<td>Chapter 6 &amp; 12 Exams</td>
<td>Two exams @100 each</td>
<td>1,2,6</td>
<td>/200=20%</td>
</tr>
<tr>
<td>e-Portfolio Resources</td>
<td>Portfolio at 100 points (see table of contents at end of syllabus)</td>
<td>1-7</td>
<td>/100= 10%</td>
</tr>
<tr>
<td>Total Course</td>
<td>/940=100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Attendance: Instruction Methods/In Class Participation

Lecture, group discussion, role playing, observation, guest speakers multi-media presentations, reading and application of course content to in-class activities will be used.

- Students shall be in attendance a minimum of 80% to pass the course or may be dropped after three absences without communication to the professor.
- Students who arrive more than 10 minutes late will be marked absent. It is your responsibility to check in at the end of class for between 1/3 & 2/3 points.
- It is advised to contact the instructor by e-mail to receive an excused absence if unable to attend class and have a valid reason for an excused absence. It is recommended that any appointments be made around class hours. 0 points are earned however, absence is not counted toward a drop.
- During the semester, the instructor may DROP a student from class when the student has missed three-four unexcused classes without notifying the instructor.
- It is the Student's responsibility to drop a class or risk receiving an "F" grade.
- It is the students' responsibility to get missing notes and assignments from other class members.
- Exam make-ups or late homework assignments will not be accepted without prior approval of the instructor.

Introduction to e-Portfolio resource

A two-page double space minimum 5 paragraph essay using the “Writing Resource” with MLA formatting required. Introduce yourself (how you identify yourself), one point that interests you in taking this class, and what you hope to learn based on at least one of the Student Learning Outcomes listed. See the writing rubric for details on grading.

Chapter Discussion Boards & Tutorial Quizzes

Twelve D2L chapter discussions and 10 quizzes consisting of Chapters 1,2,3,4,5,6, 7,8,9,10, 11 & 12 worth 10 points each totaling 220 points; See each quiz under “Quizzes” in D2L (yellow menu bar) for your participation. Once complete, you submit it, your recording in the grade book takes place and you’re finished. www.d2l.losrios.edu

Observations

Students will conduct visits and interviews with community agencies that support children and families. There is a form on the D2L website under content that you can use to complete the assignment as well as using this website as a resource, http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm.

Observation 1: Classroom and Individual Child Observation:
Using forms located on the D2L site, observe a child in a classroom using these forms as guides to the exercise. Summarize your findings and include it with the reporting of these three forms guiding you through the principles of observations, rating the class, and capturing the importance of the skill of observation. Summarize using the points referenced in the forms and using the "writing outline". http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/

Observation 2/Resource: Agency Resource & Referral provision
Observe and interview and/or compile a set of resources for a specific need that a family and/or child may need and the services that may be provided. http://www.rnetwork.org/rr-in-every-county/parents/find-child-care-in-california-1.html www.childaction.org; www.warmline.org; (examples)

Primary Goals:
1. Content of Resource described
2. Relevancy of the Resource is explored and determined important for 3-5 reasons
3. Structure is dynamic and shows examples and conclusion.

Research Summary

Summary of Current Research:
Part I: Written Summary (50 points)
Choose one of the topics covered in this textbook and in this course. It can be on any topic that interests you from the age span of birth to adolescence, i.e., the four age groups. You may use any RESEARCH JOURNAL (such as Child Development or Developmental Psychology) or on-line resource. Guidelines for research methods may be in D2L under Writing Short essays.
Examples: http://www.hfrp.org/research-areas ; www.preschoolcalifornia.org; http://nieer.org/; www.wested.org (See the content page for more resources.)

Written Summary questions:
Include the title of the research, author, date, and the name of the research journal; the name of the newspaper or magazine, article title, date, and author if available. Summarize the main point of the research based on the rubric: Overview, thesis statement of the research, your interest in why you chose the article, in your opinion, how it provides school readiness for the student learner and finally, how this article connects to your career path. Your written summary needs to respond to these questions in complete paragraphs. Do not simply answer the questions. Type your summary in 12-point font double-spaced and submit it along with the article itself to the drop box in d2l under “research summary”.

Part II: Discussion and Presentation (50 points)
Summarize the research based on the above rubric and present the main points orally to a selected group. Limit your presentation to 3-5 minutes. A peer will assess you in your group using the rubric.

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ORAL PRESENTATION OF AN ECOLOGICAL CONCEPT - FINAL PROJECT

GRADING CRITERIA - 100 PTS. POSSIBLE

Grading Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Content= Presentation Concepts</td>
<td>25 Ability to describe the major aspects of the ecological concepts</td>
<td>25 Shows Knowledge of approaches within the theory presented that connects to the ecological practice</td>
</tr>
<tr>
<td>Total</td>
<td>/25</td>
<td>/25</td>
</tr>
<tr>
<td>Relevancy</td>
<td>30 Describes own opinion as to the most meaningful parts of the principles and how it connects to human &amp; social development</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>/30</td>
</tr>
<tr>
<td>Structure: Preparation and rationale/ Professional appearance</td>
<td>10 Lecture form/visual presentation (Prez) - connection to career path</td>
<td>10 Props used to exemplify approach relating to career and personal life span perspective</td>
</tr>
<tr>
<td>Total</td>
<td>/10</td>
<td>/10</td>
</tr>
<tr>
<td>100 Total Score</td>
<td>/20</td>
<td></td>
</tr>
</tbody>
</table>

Grading percentage scale:

| Grade Percent Conversions |
|---|---|---|---|
| 100-90% Advanced | 89-80% Proficient | 79-70% Basic | 69-60% Below Basic |
| All categories met | Categories addressed | Categories unclear | Categories not met |

Mid Term & Final Exams:

See website for exam choice, Chapter 6 & Chapter 12.

www.d2l.losrios.edu

e-Portfolio Resources

See following page for table of contents

Summary of Accomplishments

A two-page double space exercise using the “Writing Resource” with MLA formatting is required. (1) Summarize what you have learned in this course. (2) Based on the SLO you followed over the semester, how have principles of socialization helped you see learning potentials through a new lens? Capture one element that you will use in your career path and professional development. See the writing rubric for details on grading.

Rubric & Grading criterion for all assignments

Students will be graded based on three levels of criterion: Content; Relevancy. & Structure. Grading Rubric

Grades

A= 90% - 100%; B= 80% - 89%; C 70% - 79%; D 60% - 69%; F below- 59% (re-submit)

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| Group 1 | Socialization of the Child  
Identify and explain a set of processes that take place with regard to how socialization builds an affective child.  
Emphasis: |
|---|---|
| Group 2 | Changing Roles of the Family  
Analyze the changing roles of family members in a changing society.  
Emphasis: |
| Group 3 | Family & Community Resources  
Describe the importance of family relationships within the community, how a service is offered to a child, and what the outcomes may be.  
Emphasis: |
| Group 4 | Race, Culture & Ethnicity  
Differentiate the importance of race, culture and/or ethnicity to the developing child within either the family or community.  
Emphasis: |
| Group 5 | Social, Geographical & Economic Resources  
Evaluate the needs of the child as s/he develops within the social, geographical, economic and other facets of the community at large.  
Emphasis: |
| Group 6 | Governing Social Structures  
Examine the basic intent of the laws and regulations pertaining to and protecting all children and their families.  
Emphasis: |
The intention of sharing this information is to heighten awareness about individual and group classroom discussion. The level name introduces the area of interest as we experience a social, face-to-face interaction with one another concerning content and course materials. The “A,B,C” graded equivalent columns provide students with areas of performance with respect to reaching the student learning outcomes in such a way as to fully implement them across all developmental categories.

<table>
<thead>
<tr>
<th>Level Name</th>
<th>Advanced in Goals 100-90%- A</th>
<th>Proficient in Goals 89-80%- B</th>
<th>Basic/Not meeting Goals 79-70%- C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared for Class</td>
<td>- Thorough understanding</td>
<td>- Information from assignment summarized and not used</td>
<td></td>
</tr>
<tr>
<td>- Questions, ideas and interpretations</td>
<td>- Well formed questions</td>
<td>- Assignments disconnected with discussion</td>
<td></td>
</tr>
<tr>
<td>- Assignments completed prior to class</td>
<td>- Fits with discussion</td>
<td>- Assignments partially complete prior to class</td>
<td></td>
</tr>
<tr>
<td>- Illustrates ideas with examples</td>
<td>- Assignments completed prior to class</td>
<td>- Unclear whether and how well preparation is completed.</td>
<td></td>
</tr>
<tr>
<td>Promoting Discussion</td>
<td>- Thoughtfully presents ideas</td>
<td>- Intent of making points heard</td>
<td>- Emphasizes individual ideas</td>
</tr>
<tr>
<td>- Respects class dynamics</td>
<td>- Listens intently</td>
<td>- Focuses on examples</td>
<td>- Monopolizes conversation at times</td>
</tr>
<tr>
<td>- Presents clear ideas</td>
<td>- Works to involve others</td>
<td>- Some peripheral discussion</td>
<td>- Interrupts or restates ideas of others</td>
</tr>
<tr>
<td>- Listens to others</td>
<td>- Listens to others points of view</td>
<td>- Asks clarifying questions</td>
<td></td>
</tr>
<tr>
<td>- Asks relevant questions</td>
<td>- Relevant questions</td>
<td></td>
<td>- Some questions are trivial or off topic</td>
</tr>
<tr>
<td>- Challenges ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Maintains respect for others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progression of Growing Ideas</td>
<td>- Questions, opinions in depth with topic areas</td>
<td>- Follows discussion</td>
<td>- Ideas are static</td>
</tr>
<tr>
<td>- Synthesizes ideas</td>
<td>- Clarifies &amp; draws illustrated connections</td>
<td>- Summarizes ideas</td>
<td>- Often off topic</td>
</tr>
<tr>
<td>- Connects content and context within discussion</td>
<td>- Draws upon experience to highlight understanding</td>
<td>- Occasionally takes initiative to advance own &amp; others ideas &amp; thinking</td>
<td></td>
</tr>
<tr>
<td>- Rephrases for comprehension</td>
<td></td>
<td></td>
<td>- Individualizes statements</td>
</tr>
<tr>
<td>- Fosters support in group understanding</td>
<td></td>
<td></td>
<td>- Disconnect between share and topics.</td>
</tr>
<tr>
<td>Attending to Work</td>
<td>- On time</td>
<td>- Most often present and engaged</td>
<td>- Significantly late or disengaged</td>
</tr>
<tr>
<td>- Present</td>
<td>- Prepared and ready to begin</td>
<td>- May arrive/leave late/early &amp; distracted</td>
<td></td>
</tr>
<tr>
<td>- Engaged</td>
<td>- Actively engaged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name: Preferred Nickname:

Phone/text: Personal e-mail:

Signature: Date:

Dr. Norman Lorenz, Sacramento City College, Spring 2015