Department of Curriculum & Instruction

College of Education PARTNERS for the FUTURE

The University of Texas ARLINGTON

EDUC 5380: Diversity in Educational Settings *Summer 2012*

Instructor Information:

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By Appointment

Instructor Web Site: http://www.uta.edu/faculty/kjwhite/
Course Web Site: http://elearn.uta.edu

Course Information:

Course Title:	Diversity in Educational Settings
Course Number:	EDUC 5380
Semester:	Summer II, 2012
Course Location and Time:	Starting July 9th – July 26th, Mon.-Thurs 9:00-12:45, Room 226 Science Hall

Catalog Description:

Effective leadership, instruction, and management strategies for work in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity such as culture, ethnicity, exceptionality, gender, language, religion, and socioeconomic status. Demographic issues along with urban and suburban educational settings will also be addressed.

Section 007 Description:

"Even before the monumental Supreme Court decision of *Brown v. Board of Education of Topeka, KS*, we have known that schools and their systems differentiate among members of different socio-demographic groups in how they are treated and how this influences their educational outcomes. This course focuses on the issues that arise due to that differential treatment in school mathematics, school science, and technology (including, but not limited to, computers). Among the most salient grouping characteristics are race, ethnicity, social class, gender and language; of secondary importance are immigrant status and years of residence in the United States.

This Master's level course mixes research findings with policy (district and school) and its implementation, and with practice in the school and in the classroom. While broadly able to look

across K-16 education (that is, from elementary through postsecondary), the specific course readings and assignments will target the grades being taught by the course participants.

We assume that course participants have had experiences with diverse student populations and that they have confronted, in their own careers, issues involving the equitable treatment of various student subgroups. We also assume that participants have developed some deeply-held beliefs about the mathematics, science, and technology education of diverse student groups based on those personal experiences. While participants should draw on their personal experiences and their school's practices, we expect them to draw distinctions based on the nature of the evidence that they invoke to justify their beliefs. Is something true because I simply believe it to be true, because of my personal experiences, because this is how my particular school addresses these issues, because of something that I have read, because I or someone else has systematically and empirically studied the issue, or because of some other reason?"

Okhee Lee (2009)

Technology: This course will include eight hours of instruction on instructional technologies (see topic sequence on pages five and six).

Learning Outcomes:

Upon completing this course, you should be able to:

1. Identify the various forces that have contributed to equity or inequity in mathematics, science, and technology.
2. Lead, facilitate, and contribute to academic discussions of equity in mathematics, science, and technology.
3. Critique research studies on equity in mathematics, science, and technology.
4. Apply the literature to schooling, classroom practices, or home/community.

Okhee Lee (2009)

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:

Required

- Collins, A. & Halverson, R. (2009). *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America.* New York: Teachers College Press.
- Lee, O. & Buxton, C.A. (2010). *Diversity and Equity in Science Education: Research, Policy and Practice*. New York: Teachers College Press.
- Additional readings provided by instructor on diversity and equity in math education.
- Purchase UTA's Tk20 (see http://uta.edu/coehp/tk20)
- Composition book or journal

Supplemental (optional)

- Anderson, R.D. (2004). *Religion & spirituality in the public school curriculum.* New York: Lang Publishing.
- DeBoer, G.E. (1991). *A history of ideas in science education: Implications for practice.* New York: Teachers College Press.
- Freire, P. (2000). *Pedagogy of the oppressed* (2nd Ed.). New York: Continuum.
- Kuhn, T.S. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-

centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values: ***Effective teaching, Active learning, Quality research, Meaningful service***

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

Policies:

The course website found at www.elearn.uta.edu will be utilized where some electronic course materials and additional resources will be posted. Email messages and other discussion/correspondence will take place via the course website, as well as student posting of assignments and course grading. **Utilizing this website is a required function of the course*. Students must access course materials and be able to post assignments on the course Black Board website to be successful in this course.***

UNIVERSITY AND COLLEGE OF EDUCATION POLICIES

1. **Academic Integrity/Honesty Statement:** This experience demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in course, or be brought before a higher level of governance for possible dismissal from the university. Discipline may include suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education. According to the UT System Regents Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22: *Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts*.

2. **Americans with Disabilities Act:** The University of Texas at Arlington Center for Professional Teacher Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of this document may be obtained in the Office for Students with Disabilities located in the University Center, lower level, UTA. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis

of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

3. **Student Support Services Available**: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

4. **Grade Grievance:** The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are course professor, department chair, academic dean, and the Provost.

5. **Class Location Unavailable:** Should our class meeting site become unavailable for any reason, another location will be provided in order to take exams or make presentations that might have been interrupted.

6. University of Texas at Arlington supports a variety of student success programs to help you connect with the university and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance, academically, personally, or socially should contact the Office of Student Success Programs at 817 272 6107 for more information and appropriate referrals.

LATE WORK AND ATTENDANCE POLICY

All assignments turned in late will lose at least (if not more) 25% of the possible points for each class day after the assignments are due. No exceptions. Late means… via email after 11:59pm on the due date, the next day or the next class period (see instructor). Late work must be turned in or an incomplete will be given for the course.

Attendance to this course is compulsory. Students are expected to be in class on time and to stay the full length of the class. There will be one allowed absence. After the first absence, the course grade will be reduced one letter grade for each unexcused absence. After the second absence, the course grade will be a B at best. After the third absence, the course grade will be a C at best. Beginning with the fifth absence, the course grade will be an F.

Tk20: The College of Education and Health Professions has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called *TK20 HigherEd*. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation. This will enable you to present documented performance data and information to prospective employers, who are increasingly interested in data-supported evidence of an individual's current and potential performance.

- Submit forms online, including applications for field-based experiences such as student teaching, practicum, internships, or other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.

- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.

- Monitor your progress throughout the program and have access to a fully documented record of your program performance, creating a vested partnership between you and faculty in your progress through your academic program.

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to http://www.uta.edu/coehp/tk20. We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

CLASS ASSIGNMENTS FILE FORMAT

All electronic documents must be submitted in MSWord (PC readable) and adhere to the following format:
(student's last name and first initial)_(name of the assignment).doc

For example,

Whitek_critique.doc

COURSE ORGANIZATION

This course is organized around reading, discussing, and synthesizing the literature on equity in mathematics, science, and technology. For each session there will be assigned readings that will serve as the focus of discussion. Each person will help their group lead one session of critique/discussion of one or two readings. The following table outlines the topics, readings, and assignments to be covered during each class session.

Tentative lecture/topic schedule:

Class Meeting	Topic	Assignments due the following day of class
July 9th	Introductions Syllabus Quiz and Course Overview Discussion as a Way of Teaching (DWT) (Chap.1) – printed copy Prepare NAEP Assignment Changing the Education Paradigm Paradigm Shift	Diversity and Equity in Science Education (DESE) (pp. 1-21) Discussion as a Way of Teaching (DWT) (Chap.1) – printed copy Quiz #2 over the reading Read NAEP Assignment LF #1** – Dr. White facilitates pp. 1-21 of DESE and Discussion as a Way of Teaching (DWT) Chap. 1
July 10th	LF #1** An Overview of Student Diversity and Science Outcomes New Society (DWT-Chap.1) Evolving Ground Rules for Discussion NAEP Assignment – time in class Finding a study for your critique paper Meet to plan for table LF	DESE (pp. 23-34) Quiz #3 over the reading LF #2 – Dr. White facilitates (pp. 23-34 of DESE and DWT Chap. 2) Present NAEP Assignment
July 11th	LF #2 Worldviews as Diversity Science Education: 1954-2011 and beyond Questioning, Response and Discussion	Diversity and Equity in SE (pp. 39-60) Pedagogy of the Oppressed (Chap. 2 – Posted on BB) Quiz #4 over the readings LF #3 – Dr. White (facilitates both readings above)
July 12th	LF #3 Science Learning and Student Diversity Meet to plan for LF A Struggle for Educational Equity: 1950-1980	Diversity and Equity in SE (pp. 62-79) Improving Access to Mathematics (Chap. 6) – Posted on Blackboard Optional Reading: IAM – (Chapter 7) – Posted on BB and facilitated by Lisa Brubaker Quiz over the readings LF #4 – Table 1 (facilitate readings above)
July 16th	Papert and Freire Dialogues Critical Incident Questionnaire LF #4 Science Instruction and Student Diversity Bilingual Mathematics Learners Building on Community Knowledge: An Avenue to Equity in Mathematics Education	Diversity and Equity in SE (pp. 81-94) The Mathematics Educator Guest Editorial - posted on Blackboard Quiz over the readings LF #5 – Table 3 (facilitate readings above) **Last day to obtain approval for Critique assignment article**
July 17th	LF #5 Science Curriculum and Student Diversity Building a Socially Just and Diverse Democracy Time for LF prep and NAEP assignment	Diversity and Equity in SE (pp. 98-108) Improving Access to Mathematics – Chap. 1 Quiz over the readings LF #6 – Dr. White (facilitate readings above)
July 18th	LF #6 School: 1980-Present	Diversity and Equity in SE (pp. 124-138) Quiz over the readings

	Science Assessment and Student Diversity Nature of Science and Mathematics	LF #7 – Table 2 (facilitate readings above)
July 19th	LF # 7 Science Teacher Education & Diversity	Diversity and Equity in SE (pp. 140-155) Rethinking Education (Chap. 1-3) Quiz over the readings LF #8 – Table 4 (facilitate readings above)
July 23rd	LF # 8 Educational Policies and Student Diversity Using Technology for Equity Tech Enthusiasts and Skeptics Arguments Cosmic Africa: Other Sciences or Ways of Knowing NetLogo Simulation Software	Diversity and Equity in SE (pp. 158-165) Improving Access to Mathematics (Chap. 4) LF #9 – Table 5 (facilitate readings above)
July 24th	Quiz Lego Mindstorms and PhET Simulations LF #9 Curriculum & Assessment for Diverse Learners Home Connections and Diversity Science: A Subculture (James Burke)	Rethinking Education (Chap. 6, 7 & 8) LF #10 – Table 6 (facilitate readings above) Quiz over the readings
July 25th	LF #10 What May be Lost and What May be Gained Exceptionalities in the Science Classroom Ontogeny of Inclusive Science	Rethinking Education (Chap. 9 & 10) LF #11 – Table 7 (facilitate readings above) Quiz over the readings
July 26th	LF #11 Rethinking Education in a Technological World What Does it All Mean? Critique Due Today Post-course assessment **Course evaluation completed in class online**	
*Course topics and dates are subject to modification. **Material available for Lesson Facilitation		

Email Communication:

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications except those as specified by your professor (e.g., Black Board discussion postings, announcements, etc.). You are responsible if you do not receive information because you do not regularly check your UTA email and Black Board.

Course Assignments:

1. **Team-Based Learning**

We will use a team-based learning approach in this class. See page 10. Permanent team learning groups will be established at the start of the course. Students will answer questions on their own then team learning groups will answer the SAME questions. Team learning groups will submit group consensus answers to questions. Research examining team learning assignments show that the group score is HIGHER than individual scores and that students understand concepts much better as a result of discussing questions and course material in groups (e.g., Michaelsen, Knight & Fink, 2004). We will use the team learning approach on in-class team learning assignments as described below.

In-class team learning assignments:
Students will come to class having read the assigned portion of the book(s) or reading(s). Each in-class team learning assignment is worth 75 points. Your individual answers to these questions count for 33% of your score (25 points) for the in-class team learning assignment. The other 67% of the score (50 points) for each in-class team learning assignment will be based on your group's answers to the questions. You are not permitted to use the text about the readings for either portion of the assignment. However, you can use your composition book. After the group portion of the exam is completed, you may use the book(s) or reading(s) to better understand the answers to the questions or to appeal questions.

Appeals:
Students may use only notes in their composition books during either the individual or group portions of in-class team learning assignments. However, once the assignment has been completed, students may use any resource if they wish to appeal any question for which the group feels the answer is incorrect or the question or answer choices are unclear. All appeals must be in writing, must fully explain why the group feels there is a problem with the question and must be agreed to by the entire group. If the group's appeal is granted, the scores of all group members will be adjusted. See pages 12 and 13.

Team Maintenance:
Students will provide feedback to all the members of their group. The scores on these evaluations will be based on the contribution group members make to team learning assignments. Any group member receiving a total score of six or less from two group members on the peer evaluation for group work completed at the end of second week of the course, will have his/her team learning assignment scores for group work reduced. The way these group scores will be reduced is that a zero will be assigned for the grade for that person's group portion of the 9th and 10th team learning assignments.
Any student who does not turn in a complete evaluation of group members with ALL group member names on the evaluation will be assigned a zero for the grade for the group portion of the 9th and 10th team learning assignments. See page 10 for the Team Maintenance sheet. Note: we will not be using this sheet for feedback. Instead, a Google form will be used for this purpose. At the end of the first week students will receive an invitation through their UTA email account to use the Team Maintenance form (EDUC 5380 2012 – Team Reflection and Feedback). There will be a form for each week of class to be finished by midnight Friday. Feedback is anonymous and will be shared with each student during the following week.

Absences:
You MUST be present in class to receive points for the group portion of the team learning assignments. The only exceptions are medical appointments and University sponsored events. In the case that you have a scheduled medical appointment or University sponsored event that prevents you from attending lecture, please let me know in **advance** of lecture. Should you not be able to attend lecture due to a medical emergency, please let me know about the situation as soon as possible.

Total: 40 %

2. **Critique**

"One of the best ways to clarify your thinking about a complex idea is to write a response and to raise questions. To this end, you will write responses to a primary source empirical research article. The purpose of this assignment is to help you 'think on paper' about the course topics as well as to provide guidance to our class discussions. You will write one critique (5 – 7 pages, double spaced) sometime over the course of the semester. This critique will be graded from 0 to 10 points. You may choose journal articles to critique and it must be done by no later than the last day of class. [Please choose an article in math or science education and obtain approval by your instructor by July 16th].

In writing your critiques, you may organize your thoughts as follows. First, focus your critique on course readings (with focus on primary source empirical research) and class discussions that made a strong impression on you. Ask yourself clarifying questions like, "What is the purpose of this writing?" "What theoretical or conceptual framework does the author rely on?" "What kinds of evidentiary warrants does the author provide in making claims?" "What did the author learn?" "What are the implications of the author's conclusions for classroom practices and/or educational policies?"

Then, ask yourself reflective questions like, "What do I agree and disagree with regarding the author's ideas?" "What do I think are the strengths and weaknesses of the writing?" "What don't I understand about what the author has said?" In other words, don't simply summarize the paper, but give a thoughtful, reflective, and critical response. I don't expect you to respond to all of these questions—they are meant to get you thinking in certain ways about academic writing—pick a couple that seem relevant and address those.

Finally, conclude by posing one or more questions that you would like to ask the author if s/he were here."

Okhee, Lee (2009)

Total: 20 %

3. **Lesson Facilitation (LF)**

Another valuable way to synthesize your thinking about complex ideas is to lead a discussion on those ideas. Lesson facilitation should focus on applications of course content to practices in school, the classroom, or home/community. Each permanent team will take the lead for lesson facilitation. This assignment will be done in groups of four. You will be responsible for discussing your plans with me in advance. Again, you must discuss your plans with your instructor in advance. Your grade for this assignment will be based on your preparation as well as the clarity, organization, and creativity of your session. This assignment will be graded from 0 to 10 points. Plan your session for about 60-90 minutes of the class period. See page 12 for the evidence-based scoring scheme.

Total: 30 %

4. **Participation/Disposition** *(Individual Assignment)*. Students will be assessed individually on class participation, which includes contributions to class discussions (including Blackboard), activities and projects, working as a productive group member on above indicated *group assignments*, as well as, regular class attendance, on-time arrival to class and remaining in class until completion, timely submission of assignments, and other affective variables (e.g., enthusiasm) related to the course. The instructor will evaluate student participation and disposition throughout the course. This assignment will be graded from 0 to 10 points each class. **Note: You cannot fully participate in the class assignments and discussion without all course texts and composition book/journal with you every day to class. Your participation grade will be reduced for failing to do so.**

Total: 10 %

TOTAL FOR ALL ASSIGNMENTS: 100 %

Grade Calculation:

The points earned will be transformed to percentage of course grade. The grading system as per UTA policy is as follows.

A = 90 – 100
B = 80 – 89
C = 70 – 80
D = 60 – 70
F = Below 60

The Least You Need To Know About Team-Based Learning:

Michael Sweet, Ph.D. – msweet@austin.utexas.edu

Team-Based Learning: a form of collaborative learning that consists of (A) Strategically-formed, permanent teams, (B) Readiness assurance, (C) Application activities, and (D) Peer evaluations. TBL has been implemented in every discipline and scaled to classes of 350. See video of TBL in real classrooms in this 12 minute video: http://magenta.cit.utexas.edu/largeclasses/#tbl

A) Strategically-formed, permanent teams: teams of 5-7 students in which student characteristics that make the course easier or more difficult are spread as evenly as possible across teams that last the entire term.

B) Readiness assurance: a four-step process that takes place at the beginning of each course module:

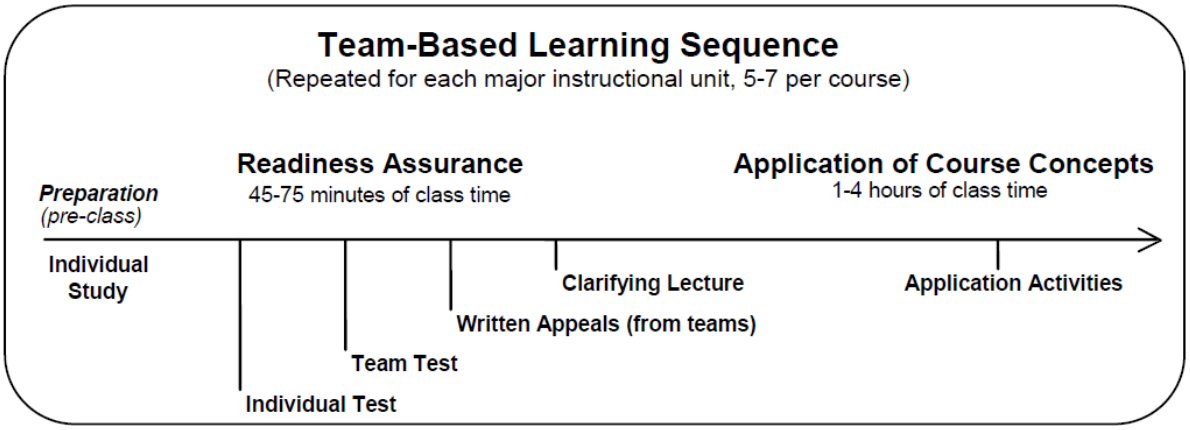
1. Pre-reading by students outside of class – increasingly includes podcasts and other forms of media
2. Individual readiness assessment test (iRAT) – short, basic, multiple-choice test over the preparation materials
3. Team readiness assessment test (tRAT) – once they turn in their individual tests, students then take the exact same test again, and must come to consensus on their team answers. IMPORTANT: teams must get immediate feedback on their performance, currently best achieved using "scratch off" forms called IF-ATs.
4. Appeals – When teams feel they can still make a case for their answers which were marked as incorrect, they can pull out their course materials and generate written appeals, which must consist of (a) a clear statement of argument, and (b) evidence cited from the preparation materials.

The Readiness assurance process is followed by a clarifying lecture, in which the teacher can target information that the tRAT scores show the students do not yet understand (e.g. "All the teams got questions 1-5 correct, so that material can be considered 'covered' but questions 6-10 were hit and miss, so let me explain that material a bit more.")

C) Application activities: carefully-designed activities also called "4 S" activities because they require teams to:

1. address a **S**ignificant problem that demonstrates a concepts usefulness
2. make a **S**pecific choice among clear alternatives (e.g., Which of these is the best example of X? What is the most important piece of evidence in support of Y? Which statement would the author most agree with?)
3. work on the **S**ame problem as other teams, so each team will care about the conclusions and rationales of other teams
4. report their decisions **S**imultaneously, so differences among teams can be explored for the most instructional effect. Can be accomplished by holding up notecards, having team representatives write on the board, using "clickers," etc..

Application activities can be graded or ungraded, and need not have a "correct" answer. Likewise, the TBL structure can be hung as an exoskeleton around individually-completed mid-terms, finals, paper assignments, and so on.



If you remember nothing else from this page: group papers and presentations are among the worst tasks one can give a group! The nature of these tasks makes the most rational approach to segment and distribute pieces of the work. The too-often demoralizing result is that each student has a different—and inevitably unequal—experience. The best task you can ask of a group is similar to that of a courtroom jury: given a tremendous amount of complex information, they must produce *choice*, and perhaps a very short rationale.

D) Peer evaluation: both mid-course and end-of-course team-mate feedback which is processed through the instructor and returned to the students with names removed. In many cases, this takes the form of students listing for each of their team-mates one thing they ***Appreciate*** about that team-mate and one thing they ***Request***. Must contribute to student grade.

For more, see the TBL clearinghouse site at: www.teambasedlearning.org

Team Maintenance and Feedback **Team# _____** **Name _____**

To help your team become more effective, give your team-mates some anonymous feedback.

Consider such things as:

- *Preparation*: were they prepared when they came to class?
- *Contribution*: did they contribute to the team discussion and work?
- *Gatekeeping*: did they help others contribute?
- *Flexibility*: did they listen when disagreements occurred?

You have 25 "points" to distribute among your team-mates. These are anonymous, so be honest.

1. Team Member Name: *Things I appreciate about this team member:* *Things I would like to request of this team member:*	**Points**
2. Team Member Name: *Things I appreciate about this team member:* *Things I would like to request of this team member:*	**Points**
3. Team Member Name: *Things I appreciate about this team member:* *Things I would like to request of this team member:*	**Points**

Facilitating discussion: Stepping in and out

Stepping In	Examples	Stepping Out	Examples
Plays the role of content expert		Reminds students of discussion guidelines (or reinforces them)	
Revoices student ideas		Summarizes the discussion so far, highlighting important ideas	
Contributes to the discussion by guiding it toward lesson goals		Pauses the discussion to check for understanding	
Records important ideas for the class		Slows the pace of the discussion to allow for more participation	
Focuses students' attention on an important idea			
Models appropriate discussion behavior			

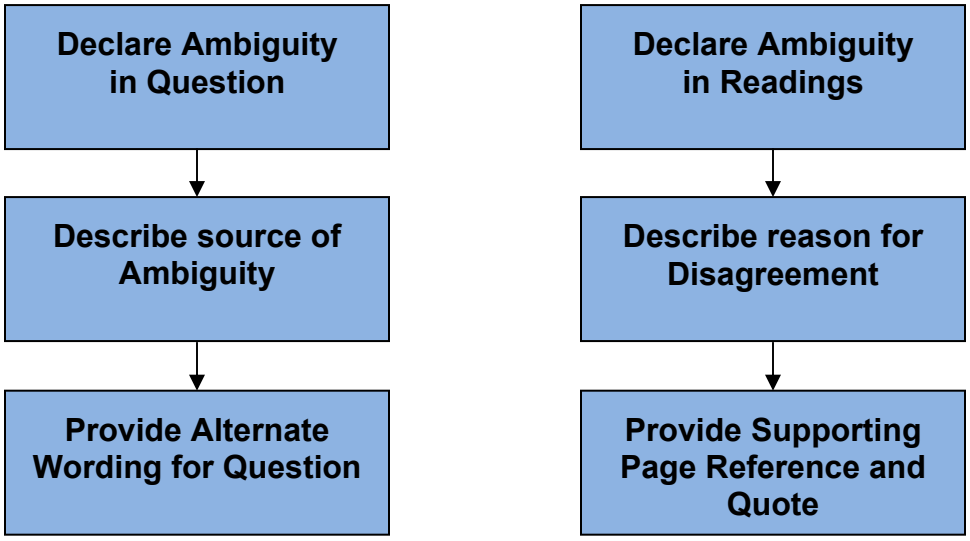
Features of the Process of Facilitating Discussion

Feature	Evidence
1. Developing opinions and motivation for discussion	
2. Structuring the physical space of the classroom (if necessary)	
3. Bringing students' ideas to the forefront of discussion	
4. Creating reasons for listening	
5. Encouraging students to question and respond to each other	
6. Pushing position-taking and creating a need for consensus	

Preparing a Successful Appeal

If your team feels strongly about the correctness of one of your answers that was counted wrong, your team may submit a written appeal to the instructor. This appeal process must occur immediately following a team quiz. Only teams, not individuals, may write appeals. Only teams that write successful appeals get points for that appeal, even if another team missed the same question(s).

Appeals are not simply an opportunity to dig for more points. Rather, they are an opportunity for teams to make written scholarly arguments for their collective position. All arguments must be supported by evidence from the text or lecture notes. If the appeal is based on an allegedly ambiguously phrased question, the team must suggest wording that is less ambiguous. The decision to grant or refuse an appeal will be made by the instructor after class. The decision is **final**.



Example of Successful Appeal

Argument: "We feel that A, rather than B, should be the correct answer to question 15."

Evidence: "According to Table B.6, the critical *r* for 10 degrees of freedom, two-tailed test, and an alpha of .05 is .576, which is larger than the calculated *r* of .570. This would lead us to conclude that there is no relationship between shoe size and intelligence."

Team Number:
Question Number being Appealed:
Argument and Evidence to Support Appeal:

Taken from . . .