Professional Foundations in Education
ED 310 P60 – 3 Credits
PACE
"Preparing caring professionals who teach for understanding in communities of learning."

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Course Description
This course is a systematic survey of the philosophical foundations and historical development of public education, the legal, financial, and organizational principles associated with schooling, and certain social issues that have helped to shape, guide, and/or impact contemporary education. The content of this course helps to provide the teacher candidate with a foundation of knowledge expected of those who would enter the educational profession and upon which they can base their educational praxis. The course includes twelve lesson-reading assignments with discussion questions, activities and quizzes; two essays; a final exam; and a 20 hour field experience. May be taken in place of ED 214 Principles of Education.

Text
Foundations of American Education

I have made the table of contents available for those who have older versions. You should be able to line up the topics using the T.of C.

Media and Supplies
Required hardware and software as described in the PACE Pamphlet. ALL ASSIGNMENTS SHOULD BE SUBMITTED IN MICROSOFT WORD OR .TXT FORMAT (MS Word is preferred).
Professional Standards
Through successful participation in this course, you will develop knowledge, skills, and dispositions associated with each of the following professional standards for teachers.

LCSC - Professional Standards covered in this course.

**Dedicated Professional (DP).** The successful teacher is one who demonstrates a sincere dedication to the profession of teaching and genuine care and concern for each child.
Attributes of the Dedicated Professional demonstrated in this course include the following.

1. The teacher conducts herself/himself in a manner that shows care and concern for children and learning.
2. The teacher candidate conducts herself/himself in a manner that shows commitment to the profession of teaching.
3. The teacher exhibits high ethical and professional standards.
4. The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

**The Knowledgeable Professional (KP).** The successful teacher is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.

Attributes of the Knowledgeable Professional demonstrated in this course include the following.

4. The teacher candidate understands schools as organizations within the larger community context and the laws and norms that guide their operation.

VII.

**Reflective Professional (RP).** The successful teacher is one who continually engages in cycles of review and adjustment for the purpose of professional growth and improvement of instruction. Attributes of the

Attributes of a Reflective Professional demonstrated in this course include the following.

1. The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community).
2. The teacher candidate actively seeks out opportunities to grow professionally.
INTASC Principles for Teachers

**Principle 1: Content Pedagogy.** The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle 2: Student Development.** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle 3: Diverse Learners.** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle 4: Multiple Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle 5: Motivation and Management.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle 6: Communication and Technology.** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle 7: Planning.** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle 8: Assessment.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Principle 9: Professional Development.** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle 10: School and Community Involvement.** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and wellbeing.

Objectives

As a result of this course students will:

1. Reflect on the multiple dimensions of teaching as a profession.  
   Standards: LCSC Standards Dedicated Professional 2, 3. INTASC 3,5,7,9,10
2. Identify and analyze the political, economic, social, religious and philosophical forces that have shaped American Education.  Standards: LCSC Standard KP4. INTSAC 1,2,3,4,5
4. Identify knowledge regarding the demographic characteristics of the teaching force in our contemporary society, and the need for that force to reflect the cultural ethnic diversity of our nation.  Standards: LCSC Standard KP4.  INTASC 2,3,5,7,8,9,10
5. Compare and contrast the roles, responsibilities and effects of government on schools, teaching, and learning.  Standards: LCSC Standard KP4. Performance (D) INTASC 1,3,5,7,8,10
6. Develop an understanding of the philosophical and historical roots of education and current educational structures and practices.  Standards: LCSC Standard KP4. INTASC 1,2,7
7. Understand current reform issues and hot topics in education in the United States.  Standards: LCSC Standards DP 2, 3; KP4.  INTASC 7,8,10
8. Discover the professional demands, standards, organizations, and opportunities that characterize the contemporary profession of teaching.  Standards: LCSC Standards DP 2, 3; KP4.  INTASC 1,3,9,10
9. Demonstrate a clear knowledge of aims, structure, and functions of public education  Standards: LCSC Standards DP 1, 2, 3, 4; RP 1, 2. 3; KP4. INTASC 1,2,3,4,5
10. Articulate a personal educational philosophy that is based on an understanding of the learner, learning process, and the critical evaluation of the major philosophical principles of education and thoughts of distinguished educators.  Standards: LCSC Standards DP 1, 2, 3, 4; RP 1, 2. 3; KP4. INTASC 1,2,4,5,7,8

As a result of the practicum students will

- Observe students in "action" in a variety of settings in a school.
- Have a clearer understanding of the curricular issues facing them as potential teachers
- Have a clearer appreciation of the multitude of responsibilities faced by the classroom teacher, administrators and other school personnel.
- Understand that the role of the teacher is more than "dispenser of knowledge"  Standards: LCSC Standards DP 1, 2, 3, 4; RP 1, 2. 3; KP4. INTASC 1,2,3,4,5,6,9,10

Prerequisites:

This course is intended for individuals enrolled in the PACE Program. If you are NOT enrolled in the PACE program, you will need to obtain prior approval from the instructor.
Practicum

A twenty-hour practicum is required for this course. The purpose of the practicum is to help familiarize the student with contemporary adolescents, schools as institutions, and the varied roles of teachers and other certified and non-certified school employees.

Each student may design a practicum to meet his/her individual situation so long as at least one full day is spent in a classroom observing students and teacher. The remaining hours may be accumulated by visiting and talking with other school personnel and attending school functions. Those currently teaching in a classroom may request a waiver. See below for directions.

In order to receive credit for this course, a Practicum Completion Document signed by a person in authority, i.e. teacher or administrator must be submitted to the college instructor and sent prior to the end of the semester. See schedule for date.

Course Expectations

My expectations are basic -- Be Prepared - Be Prompt - Be a Participant

Think of being prepared for class as a reflection of your preparation for teaching each day. College students (adults) at your level should be mature self-directed learners. They know what they want from a class and have the learning strategies and skills needed to effectively complete the requirements. These include time management, professional conduct, preparation and writing skills and essential components for successful, quality teachers. I expect that you use these skills in all aspects of the class.

If you have questions, concerns or struggles at anytime, don’t hesitate contacting me to talk!

I expect that you take full responsibility for your own learning. As facilitator I attempt to provide opportunities for you to focus on topics or issues that are relevant to you and your situation or interests. Assignments and activities are designed to help you develop an understanding of how, as a teacher, you encourage learning in your own classroom and in your students. How much you take away from this course depends on how much you choose to put into your own learning.

Plagiarism

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding (LCSC Catalog p. 104). Plagiarism will result in immediate expulsion from the Secondary Education Teacher Preparation Program as determined by the Secondary Education Planning Team. Cite and give credit to all of your references. DO NOT copy and paste from a website and turn it in as your work.

Guidelines for Papers:

♦ All papers must be typed, double-spaced (1.5) with 1” margins.
♦ Name and assignment should be placed on each page (in header works well)
♦ When saving your document, name it with your last name __ assignment. I receive lots of papers and this helps to organize them so they don’t get lost - example: butlerm_philos
♦ You risk not receiving credit if you do not identifying your document in this way.
♦ If YOU name your doc - “Reflection” and 10 others do the same, I don’t know YOUR Reflection for any others and they fill up in my document box with all the same names!
♦ Cite your references - APA Style!!!
♦ Use the Assignment Drop Box to post your paper.
Submitting Papers and Assignments

Writing Skills Are IMPORTANT! As teachers, and models to your students, I hold high expectations in your ability to write. It is expected that all written work will reflect the standards of proper English appropriate for college level work. Make use of the numerous resources available and don’t hesitate to see me if you need help!

Papers must be submitted in a format that I can download. Microsoft Word or Pages (mac product) are preferred. The easiest to use are " .doc" or " .docx". **If I am not able to open your assignment I will send it back with an explanation – ONLY ONCE.** If the problem continues without change your assignment will be counted as Not Handed In. You can ALWAYS contact me if you are having trouble, we can work it out. However, if you do not attempt to contact me I will not be able to give you credit on the assignment if it is not handed in, or it will be considered late if you consistently post unreadable work that must me sent back as unable to open.

**Note:** I have received several assignments with the extension of "odt" or "lnk". The odt extension is from Open Office. I find it difficult to download and I am not able to make comments on your paper when grading. The lnk extension is created from a shortcut in your Windows program. It does not open on a Mac. If you do not have the ability to create a Word doc, please use the text editor on the Assignment Page. If I am not able to open or read your assignment, I will send it back ONCE. After that it will be counted as Not Handed In until you fix it.

Coursework – Load

Academic load guidelines suggest that for each one-semester hour of class the students are expected to study at least 2 - 3 hours outside of class per week. This three credit hour course is set up for no less than 6 hours of work outside of class per week.

Due Dates

I have the assignments set up to be due every Tuesday, unless otherwise indicated. They are due by midnight on the day indicated. Timely submission of papers is expected. If assignments are submitted past the due date, you risk a possible 5% point deduction for each day late. Beyond this timeline, late papers will be at the accepted at the discretion of the professor.

**If you find yourself falling behind, please contact me so that we can work things out!!**

If you find yourself falling behind it is to your advantage to withdraw from the course. You can always take it later. You must maintain a B- in this course as part of the Teacher Education Program. There will be NO incompletes given if you have not completed over half the required work.

Special Arrangements

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need arrangements while on campus in case the building must be evacuated, please make an appointment with me as soon as possible.

Contacting Me

If you have a question or need help, don’t hesitate contacting me! My contact information can be found at the top of the document.
Organization of the Lessons

The course is composed of twelve lesson files including the final exam. In the older Blackboard program I identified the lesson/files as modules. You may see this term crop up in some of the material while I am still in the process of the transition between the old system and the new. In each Lesson File you will find the necessary materials for that lesson or chapter. Basically each file will contain the following, however, not every file will have the same items.

**Lesson/Module directions** - includes the how to and directions to complete the lesson as well as the objectives for that lesson. I have provided them as a download if you would like to print them out.

**Handouts or Articles** to download used for assignments or resource.

**Journal Activity** - Application of learning that relates directly to the reading and lesson material and tends to be a bit more “interactive.” This can be found the “Journal” link on the BB Learn site or the link provided in the module. You are welcome to respond to fellow students but it is not always necessary, unless otherwise stated in directions 50 pts

**Discussion** - Post your comment AND respond to fellow students. Discussions help you to share your learning with other students and be able to comment on and learn from each other’s ideas. Reflect on the content - don’t just restate it. Be genuine. What are YOUR opinions (not just what you think will get you’re the “grade” relate the content to your own experiences. **Make sure that you respond to at least 2 student posts (or more) after posting your responses.** Your responses to other students should have some depth, not just state that it was a “good idea” or that “you agree.” See the rubric located on the Home Page. It identifies my expectations for this assignment. 50 pts

**Links to Websites** - for assignments, resource, or references. Sometimes these will be organized in a file folder within the module. You may also find these links in folders within each module.

**Assignments** - Links to Assignments will be found within each Module folder. There is a ‘text editor’ for you to type your assignment directly into the page or you may type it on your computer and attach it. If you are uploading it as an attachment, please use “doc” or “docx” and double check to see that is the extension that actually uploads. See the syllabus for guidelines for papers. Points vary depending on assignment.

**The Lecture** will be provided in a variety of formats. Sometimes it is in written form attached to the directions. Sometimes you will find as a PowerPoint. There are also other interactive opportunities that include a variety of venues and require that you locate more information by following links that are provided. For the purpose of this pilot course, I have embedded them directly into the website. I am looking at other ways to make them accessible.

**Quiz** - The quizzes are directly related to the reading in your text. Not every module will have a quiz. You can access them through the link in the Module Folder. I have released the quizzes way in advance of the due date for your convenience. Keep in mind that you have a time frame of 1 hour in which to complete this quiz. Use your time wisely. Once it closes – you are locked out.

**Assignment Feedback** - I attempt to get papers graded and back within a week, or at least acknowledge receipt in one way or another. Sometimes, however, I get backlogged and I am not able to keep up with that pace in grading. I will do all I can to provide you necessary feedback regarding your assignments. If you have questions or concerns, please feel free to contact me.
Assignments

You Will Need to Plan Ahead for The Following Two Assignments!

Hot Topics Project
You will choose a current issue in education and create a brief presentation that will be available to other class members to view and respond to. You may create a brief PowerPoint, a podcast - or some other form of informative presentation, but NOT an essay. This pilot course will have a variation of this assignment - stay tuned for details. I will keep you posted! Details will be provided in the module.

Basically, you will answer the "Magic Questions" on your topic (What, When, Why, Who, How, ad To What Extent) and identify the main points of your topic. You will also want to present the pros and cons. You will need to focus on K-12 issues. You will want to keep your eyes and ears open for a topic that will be of interest to you and be informative to others in the class. Watch EdWeek and ASCD for ideas too.

School Board Meeting
You will need to attend one School Board Meeting in the school district of your choice. I suggest that you plan this early in the semester, even if the posting is not due until the end. Most school boards meet monthly, so you will need to plan. You typically will find their calendar on the web or you can call the school district.

Make notes of any major topics currently being discussed before the board and how they respond to the issues. What is the overall "climate" of the meeting? How do the decisions of the board affect the teachers, the students, the parents or community? Who else is present at the meeting? What other observations or reports can you note? Your assignment will be a basic report and comment on your experience. Please do NOT just submit your essay based on the minutes, you need to attend. If the meeting happens to go for an extended period of time, you do not need to stay until the end. I've been at some that lasted into the wee hours of the morning! Make sure you add information regarding the outcome!

Thought: Is there a topic discussed that would benefit your Hot Topic assignment?

If this assignment is impossible because of your circumstances you will need to contact me within the FIRST WEEKS of the course and provide an explanation and other information. I will contact you and work out a plan for an alternate assignment. Last minute requests will not be considered.

Reflections
Reflection papers are ways that can help you to organize your thoughts, connect your own experiences and learning and help build your self-awareness. As a teacher you will often be asked to "reflect," critically analyze and process your ideas and thoughts. In fact it is very likely in your teaching interview that you will be asked questions that require a reflective answer. In addition some of these reflections might be good additions to your teaching portfolio. Your have two papers which are considered "reflections," however many of the discussions and activities are reflective in nature. Refer to the Reflective Essay Rubric found on the Course Page for the essays: Why Do You Want to Be a Teacher? School Board Report and the Practicum Essay. Standard: LCSC Reflective Professional INTASC: 1,2,4,9,10
Philosophy of Teaching

Your personal philosophy of teaching is one of those things that you will be continually refining and adapting as you gain deeper understanding of your core values and beliefs and understand how they fit into teaching. You are provided the opportunity to develop your personal educational philosophy paper that will eventually provide a foundation for your own professional practice of teaching. This will require you to think about teaching and learning, and to think about your own thinking (metacognition) related to teaching and learning. This class will help you to begin to clarify your thoughts in ways that are systematic, critical, creative, and founded on principals. In short, you will be asked to read critically and to think philosophically. This class will provide you the opportunity to gain the knowledge, vocabulary, and background to develop your philosophy.

We will discuss “how to” in Modules 4 & 5 and I will provide you with some basic guidelines, resources and examples. Your Philosophy of Teaching is an item that is required for your portfolio.

A Successful Practicum Experience and Waivers for Current Teachers

Candidates must receive a positive practicum evaluation to earn a "B" or higher in this course. If the practicum is not completed, no grade higher than a "D" can be awarded. You must earn a grade of no less than "B-" in this course to advance in the Teacher Education Program.

Candidates currently in the classroom or those with recent valid teaching experience may petition to waive the practicum requirement. An evaluation form will need to be submitted with your principal's signature. In addition, for your “practicum essay” please submit a brief description of what you are currently teaching and any connections that you were able to make with the course content and your teaching experience. You Must submit this essay along with the signed form to obtain credit for the practicum.

Evaluation

I use a system called Gradekeeper, which is an easy to use, yet versatile tool to manage grades and communicate with students. It was developed and is maintained by a very dedicated educator who works on continuously keeping it updated; yet it is remarkably affordably for a “life” license. I have found it far easier to use than the system on the Blackboard, however, many of the scores from your assignments will be transferred automatically to the WebCT system so that you can keep track of them. I will send you grade updates and a final gradesheet using Gradekeeper.

You can check out Gradekeeper for your own use as a teacher! http://www.gradekeeper.com

As I become more familiar with the new Blackboard system I will begin to switch over to that grading system. Since I have not yet tried it, we will work together on the process, however, I will continue to use the Gradekeeper until I have it all figured out.

** The Fine Print **

This class syllabus is not a contract, but is the planned outline for the class. Items may be changed, added, or deleted at the discretion of the instructor.
**Consumer Information**
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [http://www.lcsc.edu/studentconsumerinformation/](http://www.lcsc.edu/studentconsumerinformation/)

**Disability Accommodations**
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Student Rights and Responsibilities**
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog ([http://www.lcsc.edu/catalog/](http://www.lcsc.edu/catalog/)) and the LCSC Student Handbook (available at [http://www.lcsc.edu/studentservices/contactus.htm](http://www.lcsc.edu/studentservices/contactus.htm)) for more information.

**Accidents/Student Insurance**
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

**Enrollment Verification/Attendance**
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

**Academic Dishonesty**
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

**Illegal File Sharing**
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services’ web page [http://www.lcsc.edu/studentservices/](http://www.lcsc.edu/studentservices/).

**Diversity Vision Statement**
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. [http://www.lcsc.edu/culturaldiversity/](http://www.lcsc.edu/culturaldiversity/)
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<thead>
<tr>
<th>Assignments 1100</th>
<th>Points</th>
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<tbody>
<tr>
<td>1 Why Do You Want to Be a Teacher?</td>
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<td>2 Practicum Information</td>
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<td>3 Major Philosophy Chart 1</td>
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<td>4 Contemporary Philosophy Chart 2</td>
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<td>5 Educational Philosophy</td>
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<td>7 Timeline</td>
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<td>8 Hot Topic - Presentation and Discussion</td>
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<td>10 Statutes and Court Decisions</td>
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<td>11 School Board Report</td>
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<th>Discussions - 400</th>
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<tr>
<td>1 - Introductions</td>
<td>50</td>
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<td>2 - Ethics of Social Networking for Teachers</td>
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<td>4 - Developing Your Philosophy</td>
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<td>6 - History of American Education</td>
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<td>7 - State of American Education today</td>
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<td>8 - Video Discussion</td>
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<td>9 - Zero Tolerance Discussion</td>
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<td>11 - Teachers and the Law</td>
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<th>Journal Activities - 350</th>
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<tr>
<td>1 - ASCD/EdWeek Investigation</td>
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<td>2 - NEA/AAE Comparisons</td>
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<td>3 - Philosophy Quote</td>
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<td>4 - Questionnaire/Self-Assessment</td>
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<td>6 - History of Ed. - Minorities</td>
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<td>7 - Hot Topic Posting</td>
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<td>9 - Children in Poverty</td>
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<td>3 Major Philosophies</td>
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<td>4 Impact of Ed Theories</td>
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<tr>
<td>6 History of American Education</td>
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<td>7 Progressivism to Present</td>
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<td>8 Contexts of Schooling</td>
<td>50</td>
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<td>10 Legal Framework - Laws</td>
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<td>11 Governance and Financing</td>
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<td>Practicum Essay</td>
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<td>Final Exam</td>
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Grading Scale

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<tr>
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<tr>
<td>A+</td>
<td>98 - 100%</td>
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<tr>
<td>A</td>
<td>93 - C+</td>
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<tr>
<td>A-</td>
<td>90 - C</td>
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<tr>
<td>B+</td>
<td>87 - 89%</td>
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<td>B</td>
<td>83 - D</td>
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<tr>
<td>B-</td>
<td>80%</td>
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Grades of A+ are not considered in LC’s grade scale. If you receive an A+ on an assignment it is because you have presented extremely high quality work! The A+ is for that acknowledgement in our class.