EDG 521. READING RESPONSE TEMPLATE

The Reading Response is just one type of written response to texts you will complete for this course. Students will use this template to respond to select assigned readings.

- **Title & Author**
- **Main thesis/concern of text** – In 2-4 sentences describe in your own words what the author is trying to convince the reader of and/or what types of questions the author is trying to challenge the reader to consider.
- **Outline of major arguments** – Provide a detailed outline of the major points in order to show the author's line of argument in supporting the main idea(s). Be sure to clarify the line of reasoning in supporting the thesis.
- **Main points you find provocative/in need of further exploration** – What do you find most interesting, confusing and/or controversial about this reading that you want the class to discuss?
- **Connections with class question** – Which essential question (p. 13 of syllabus) does this question *best* address? In 1-2 sentences, how does this reading address that question?
- **Noteworthy quotes and page numbers** – Write 2-4 quotes from the reading.
- **Connections with other texts (readings for class or for other purposes, including pleasure)**
- **Anything else worth noting/considering?**

Rubric for Written Response to Text (including Reading Responses)

	Little or No Evidence (0)	**Approaching Expectations (1)**	**Meets Expectations (2)**
Mechanics	Uses simple sentences and/or has multiple spelling, grammar and/or punctuation errors.	Some varied sentence structure; Conventions of punctuation, grammar, and spelling generally used.	Varied sentence structure; Conventions are used correctly (spelling, grammar & punctuation).
Comprehension	Little or no evidence of understanding of concept(s) in text.	Demonstrates basic level of understanding of concept(s) in text.	Reflects deep understanding of concept(s) in text.
Critical Analysis	Little or no evidence of careful, critical thought and/or insight. Too few or no examples / evidence or they are not relevant.	Some evidence of careful, critical thought and/or insight. Some examples and/or evidence, though general.	Abundance of evidence of careful, critical thought and/or insight. Evidence & examples are vivid and specific and focus remains tight.

Graduate Goal: Gain competence in field of study or subject area.

Learning Outcomes
1. Understand and apply disciplinary knowledge from sociology and history to interpreting the aims of education and schooling in diverse cultural contexts.
2. Understand how moral principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
3. Understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.

Graduate Goal: Establish methods of inquiry, research and problem solving

Learning Outcome
4. Employ critical perspectives to examine educational policy and practice and to examine arguments and claims made by others.

Graduate Goal: Gain confidence as a leader in their profession

Learning Outcome
5. Engage in professional conversations and debates that could lead to change in educational policy and practice.

Graduate Goal: Serve others, having received an "education of the heart."

Learning Outcome
6. Explain how education can serve the common good and promote equality and social justice in a democratic society using knowledge of sociological, historical, political, and theoretical foundations of education.

Institutional Policies & Student Responsibilities

Religious Holiday Policy

As our mission statement reads, Cabrini University welcomes learners of all faiths, cultures, and backgrounds. We strive to create an inclusive campus that honors the diverse faith traditions of our university community while at the same time adhering to our Catholic, Cabrinian identity.

As our student body becomes more diverse, it is increasingly important that we, as a multicultural community, accommodate students from a variety of religious backgrounds who wish to observe religious holidays. While it is not feasible to schedule coursework around all religious holidays for a class as a whole, we ask faculty to please honor requests from individual students to reschedule assignments and to be absent from classes that conflict with observances of major religious holidays, and to inform students that this is an option.

The following policies have been established in order that students at Cabrini University will not suffer academic penalties because of the conscientious observance of religious holidays:

- Absences from class on major religious holidays will be treated as excused absences. In addition, no student will be required to participate in or attend University events such as athletic contests, concerts, or outside lectures on these holidays.
- *Students must notify faculty, in writing, before the end of the add/drop period of each semester if they will be absent from class for religious observance.*
- If a student requests an absence due to a religious holiday that is not granted by the faculty member, they should contact their School Assistant Dean who will discuss how to best proceed.
- *Students must make arrangements with their faculty members in advance when an exam (including quizzes), papers, and other work are due on major religious holidays. A student will not be penalized for missing class or not handing in work on a holiday due to religious observance. While faculty and staff are expected to be sensitive to the needs of observant students of all faiths when planning lectures, field trips, work and other curricular activity that might conflict with observance of a major religious holiday, any course work or other obligation that is missed remains the student's responsibility to complete.*