

Dan Jackson
SED 5010 Winter 2003
Wayne State University



FOUNDATIONS

GRADE LEVELS TAUGHT: 9-12 (14-19 year olds)

SUBJECTS TAUGHT: Economics, Business Education and Marketing Education

PHILOSOPHY: Every child can learn regardless of disability. Even those with multiple impairments, physical and mental, have the capacity to learn and to contribute to a learning community. All children benefit, regardless of age or grade level, from being joined with persons that are different. What I call the “4C’s” must occur for this vision to be realized.

- **Communication** – all parties involved must practice true communication. This includes active listening, providing feedback and talking openly about aspirations and anxieties. Communication is especially important when individual education plans are being developed and must continue as a child is either making progress or falling short of goals.
- **Cooperation** – A cooperative team will be comprised of administration, parents, teachers, paraprofessionals and other necessary support staff. These entities will act in concert to understand the needs of and develop the goals for each child.
- **Collaboration** – This is similar to cooperation but involves action. Whereas cooperation is the agreement of the course of action, collaboration is working toward those goals with all available resources. Each member of the team must be willing to make the necessary adaptations to accommodate all children, regardless of needs. Especially crucial is general education teachers working closely with special education professionals to adapt lessons for those children with disabilities.
- **Chemistry** – Not everyone thrives in every setting. This is true for adults as well as for children, especially those with disabilities. The environment must be conducive to learning for all children and all children must contribute positively to the creation of a meaningful and motivating environment.

Parents as Partners

Leadership in learning starts in the home and energetic parent involvement assures that the four C’s can be executed effectively. Each parent will have an open line of communication in which they can voice any concern they may have regarding the emotional, social, moral and educational development of their child. For those parents of children with special needs there will be frequent meetings to discuss and communiqués to inform how the student is progressing toward goals established in their Individual Education Plan. All parents will be encouraged to participate in curriculum delivery in any form with which they are comfortable.

SOCIAL EMOTIONAL



I intend to develop a classroom community that is SPIRITED

S – Stimulating

A motivating environment

A community of learners and support network that is determined to arouse the ambitions of each and every student, each and every day

P – Positive Attitude

It is my mood that sets the tone. It will always be positive.

I – Identification of

Learning styles

Interests

Dominant intelligences

R – Recognize, Respect and Revel in Cultural Differences

Diversity is a necessary element for successful education.

I – Interest Based Education

Children learn best when they are engaged in material that is of interest to them. It is my duty to make the connection between what is being taught, their interests and the world beyond high school, whether vestigial or obvious.

T – Team

The community in which I teach will be a Team. I am a firm believer in the motto **T**ogether **E**veryone **A**chieves **M**ore.

E – Excited about what I am teaching

Enthusiastic about my students' learning

Energetic in the delivery of content



D – Design for Diversity and Accommodation

Creativity is the state of the mind, and it is most widely expressed by the very young children because their confrontation with their environment is constantly made up of original discoveries and inventions. In time, though, social pressures to conform and the repetition of experience, most of them lose this sense of wonder and become less and less creative, trapped in a concrete mold not of their own making. It has been said that the creative person is essentially a 'perpetual child'. The tragedy is that most of us grow up.

I consider it a personal responsibility to make certain that my students do not become jaded.



SENSORY-PHYSICAL



“An inclusive classroom is student-centered. Students have a high level of responsibility for creating their community. They help structure the rules and are expected to follow them and to meet contracted expectations for curriculum.”

The Renaissance Group

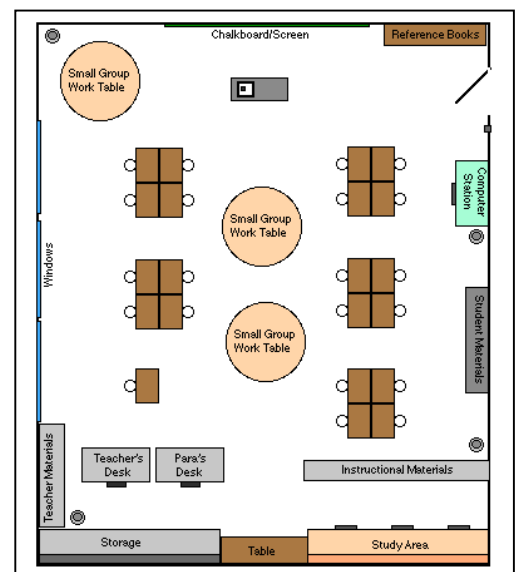
The primary purpose of education is to assist students in learning the subject matter and to give them experiences that make their lives more meaningful. Children need a motivating environment, one that stimulates their imaginations and ambitions. When designing a classroom the challenge is to incorporate the content of the curriculum with the interests, emotions and attitudes of the students. Given this objective, it is just as important to school students in business concepts as it is to help them develop a positive self-image and to facilitate their moral, social and emotional development. The classroom is the workshop for such growth. Thus, when making decisions regarding the classroom environment, I keep in mind that I would like to promote a quality learning climate that:

- Maximizes the amount of learning
- Minimizes the frequency of behavior problems
- Creates a positive and safe environment

Classroom layout

The space in my room will be developed for active work rather than passive listening. The furniture will be adaptable to many uses. There will be three shelf bookcases that are low for easy access and able to be seen over easily by students in wheelchairs. These will have wheels so they may be easily transported and the room can be easily made into different configurations that can accommodate a variety of needs. Rather than individual desks in rows, students will work at several round tables with movable chairs. Should students wish to work alone there will be several foldable carrels that students can put on available long tables. Several multi-purpose learning center areas comprised of either a small TV with VCR, a computer and an audio tape player will be available. My desk will be lightweight and movable so that it isn't always the focus of attention, or a detriment to active learning. Lastly, there will be a “quiet area” comprised of a standing lamp, armchair and small sofa. Students will use this area for quiet reflection and studying.

(Adapted from Peterson & Hittie, 2003 CH. 14 and Cushner, McClelland & Safford, 2003 CH. 7)



The bulletin board



The bulletin board pictured to the left is from my pre-student teaching at Murray-Wright High School. Major concepts, grouped by unit, such as money and banking, or gross domestic product were put on black pieces of construction paper with bold borders in Murray-Wright's colors, blue and yellow. Those areas in economics that

are better off stable were mounted straight on the black. Those parts of the economy that tend to be volatile were mounted askew on the paper. Font size and style were also used to connote the spirit of the concept.

To stir their souls I found several motivational quotes; some spoken by persons familiar to the pupils, and others not even recognizable by me. The quotations dealt primarily with goals, conscience, attitude and other valuable, desirable traits. All this surrounded an "H" of larger posters. The center of the "H" was a billboard promoting the force of a positive self-image. On one kiddy corner were the American values of Freedom and Equality. The other kiddy corners had a poster promoting the idea of "hearing is good, seeing is better and doing is best." (That was more of a reminder for me.) In the opposite corner was a poster describing key economic concepts. The aforementioned quotes and concepts surrounded all this. The entire collage was placed on large pieces of paper in the school colors.

Academic Goal Setting As A Community Building Tool

My academic terms will begin as a "What do you know, what do you want to know and how do we get there" format. A bulletin board similar to the one described above and "first days of class" exercises will help develop children socially, emotionally and academically. The bulletin board will remain concealed until the following exercise has been completed.

Brainstorming & Ice Breakers

Putting children at ease is to build a foundation for future learning. A foundation on which will be built a student's ability to breakdown inhibitions, to be creative and to free their minds for productive, critical thinking. One of the greatest barriers to free thinking is unfamiliarity with one's surroundings, especially the people in the learning environment. It is imperative to have students engage with one another early in the school term.

To begin the term the class will brainstorm what they hope to get out of the class. The goals will be written on the blackboard as they are called out. Students of differing abilities will naturally state goals that are on their level. For example, in a marketing class, one advanced student might state the goal of "learn how price determines the image of a product." A lower level student might state "learn why advertising is important." Goals will then be grouped according to subject matter. Groups might include promotion or product development. Following this exercise I will distribute a list of objectives from units to be covered during the term, arranged in no particular order. The class will then compare the goals they created to my objectives. I will constantly refer to the "class" goals as we begin and complete units.

First Days of Class - Alpha Exercise

The second day of the term the students will be engaged in the following exercise so that they can become familiar with one another and begin to feel comfortable working together. They will arrange themselves in each of these exercises without any help from me. I will first ask the class to line-up in the front of the room alphabetically. They will then step forward and call out their names. The students will then arrange themselves alphabetically according to their street address. Each student will step forward and announce the street name on which they live. I will make notes and later make groups of three to five according to address. They will then arrange themselves according to birthdays and announce their name and birthday. (I shall take note of birthdays for future reference.) I will then publicly make groups according to birthday. The class will be asked to remember the group in which they are in for the next class period. This can also be done based on family nationality. Multiple teams will be made and utilized throughout the year so the same people aren't always working in the same group. These exercises permit me to see the students interact with each other. The activities will also ferret out the different personalities in the group – leaders, bullies, introverts, etc . . .

General education students will be assigned to students with special needs to help them move and communicate in the classroom. This is probably a day in which I would prefer Juanita's translator to be present so she too can learn about her classmates. (Juanita is described in detail in the case studies section.)



First Days of Class - Working the Bulletin Board

On the next day of class I will explain the bulletin board and ask the pupils that they develop the sequence in which the material should be covered. For example, Of the topics listed on the bulletin board, which one should be covered first, which second and so forth? In developing the sequences the students can only use what little knowledge they have of the content and not the text. To begin, each student will do this individually. Students will be asked to hand in a copy of their suggested sequence and keep a copy for themselves. The groups will then be put in their birthday groups. I will ask the students whose birthdays are closest to the children with disabilities to assist those students.

The students will be asked to submit a short report the next day. They may either do it as an individual or group report. The entire class period will be devoted to creating the summary. The report may be in the form of a paper, an oral presentation, poetry, lyrics or any kind of visual display. The final product will include thoughts on -

1. How the final sequence developed by the group compared to their own,
2. Working as a team to create a sequence that may have been different from theirs,
3. Working as a team in general,
4. Having some say in how the course would be articulated and
5. Any ideas they may have on "how" they would like to learn.

An adaptation for this project is for students with disabilities to work with peer support in developing the final product.

I shall walk around to talk with each individual or group and assist them in whatever ways they may need. In doing so I will learn a lot about -

- The dominant intelligence each child is using, or wishes to use based on the form the report will take,
- How the groups produce and behave together,
- How well certain students work with the children with disabilities and
- Whether some children are more inclined toward collaborative work, or individual work.

Teams will share their report during the final day of the first week.

That weekend I will develop the syllabus for the course based, in part, on the inputs from the students. A section of the first day of the second week will be spent going over the course outline, the objectives and methods by which the children will be presented the material. Another segment of that day the class will discuss policies, procedures and consequences of specific behavioral challenges. It may be here, or if challenges consistently creep-up at a later time that a wheel of misfortune is created collaboratively with the students.

Treat people as if they were what they ought to be, and you help them to become what they are capable of being.

Goethe

Do not then train youths to learning by force and harshness, but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each. --Plato

Dealing with Behavioral Challenges

"A good start is the best start". "You never have a second chance to make a first impression." Any way you look at it, students must know from the get go that I am in charge. It is possible to be firm and fair while also being courteous and cordial. To scowl and growl is to alienate and to cause students to be suspect. My style is to be energetic, positive, courteous and friendly. I wish to have a rapport with my students that permits us to relate to one another. This results in respect, much more fun and a greater probability of compliance. I smile, I say please. I say thank you and you're welcome. I expect the same of my students. You can sum-up my classroom management philosophy with one phrase,

"Mutual Respect."

Behavioral challenges are best dealt with before they occur. Problems can be minimized from the outset if –

- Trust is developed between the student and teacher and amongst all the students,
- A rapport is established that is built on mutual respect,
- A classroom community is created in which everyone is comfortable and
- Expectations are communicated from the beginning.

The bulletin board exercise discussed above and the inventories discussed in detail below will go far in meeting the above listed objectives. Also critical to preempting behavioral challenges are the support of the parents or guardians. In the appendix are examples of an introductory letter home to parents, classroom policies and procedures and a grading policy. In addition to sending these home within the first week of class I will make a point to discuss with parents my philosophies of mutual respect in the classroom.

There will obviously be from time to time, problems that occur. In the first few weeks of school the class will work together to devise a "wheel of misfortune" to be used when behavior problems occur. The perpetrator will be asked to come to the front of the room to spin the wheel and the punishment will be carried-out accordingly. Rather than using the wheel immediately however, I like to talk to people in what I call "I feel, when you" language. As an example, say Bart continuously blurts out answers in class without raising his hand. More often than not the answers are correct, but his rudeness affects the level of comfort of his fellow students and is often disruptive. After class I will pull Bart aside and say something to the effect of "Bart, it irritates me and frustrates others when you blurt out the answers to questions without first raising your hand to be called on. I would appreciate it if you raise your hand like the rest of the class and wait to be called on by me. Is there any reason why you can't do this?" This type of language puts the responsibility of the feeling on me, the onus of the action on the perpetrator and diffuses any accusatory tone there could possibly be coming from me. Communication like this will also foster a more respectful and understanding relationship with my students.

Adapting curriculum for divergent student needs



In universally designed environments adaptability is subtle and integrated into the design. Designing for the divergent needs of special populations increases usability for everyone.

[Universal Design Learning web site](#)

For each pupil to get the most out of the classroom and in order to create learning experiences that foster and facilitate the academic, social and emotional progress of each student the educator must be aware of the unique nature of each learner. To accomplish this I intend to use a variety of exercises (similar to those above) and inventories that will give me a deeper understanding of each person in my classroom. Collectively the inventories, questionnaires and ice-breaker activities will help with student MAPS, Making Action Plans. (Peterson & Hittie, 2003 pp. 114-117) As each inventory is distributed I will go over with the class my responses to the questionnaire. This will help alleviate any inhibitions that students may have and will give them a chance to get to know me. These tabulations of personality, interest and environmental factors will be done in the first six weeks of class. As I learn more about the students I will be better suited to adapt lessons more effectively.

When trying to accommodate the needs of a variety of students there is no one optimal solution. Adaptations for student differences should occur for all learners, not only those with disabilities. Rather than “teaching to the average” and losing the “tails”, curriculum should be flexible so as to easily meet the needs of a varied student body. Adjustments can be made to -

- Curriculum materials – text books, handouts, in-class exercises and homework
- Technology – various digital media and online resources
- Assessments – proof of mastery of content through a variety of means
- Community resources – guest speakers and field trips

Tools to assist with adaptations include the aforementioned inventories, plus Multiple Intelligence surveys and observations and curriculum matrixes developed in concert with varied support personnel. Examples of the curriculum matrixes for the case studies below and sample inventories and questionnaires can be found in the appendix.



Case studies

Fred is mentally retarded; he has a tested IQ of 55. His parents care a great deal about him but are often gone. His aunt and occasionally a hired caregiver take care of him. Both are over protective and seldom let Fred out of the house. Two years ago, in eighth grade, he began involvement in regular education classes through inclusive education in his middle school. This has continued through his ninth grade year at the high school. He is interested in working on cars. Presently he reads at a second grade level and does very simple math problems. He is very nice with other students but tends to be withdrawn and dependent on others.

Robert is considered an average student academically. He is on grade level. However, socially he is withdrawn and has few friends in school. He expresses feelings of inadequacy frequently and is not a risk taker. He is very good at athletics, loves to run, play baseball and basketball.

Juanita is from a very close-knit Latino family. She is totally deaf as a result of an accident in her neighborhood when she was twelve. The accident also affected her speech. She is able to speak but with some difficulty. There are a lot of problems from her older brothers who have been involved with drugs and alcohol and have been stopped by the police on numerous occasions for various traffic offenses. Juanita is very smart and knows American Sign Language. Her mother wants her to go to school for the Michigan School for the Deaf, but Juanita has insisted on going to a regular school. There is an ASL interpreter available on a limited basis. Juanita is interested in sales and marketing and wants to take classes at the vocational center and later attend university.

Adaptations to lessons

On the pages that follow are two lessons. The first is an in-class game called "what's my line." The second is a team crossword puzzle to be completed in class by groups.

Appendix

1	Curriculum Matrixes
2	Personal Inventories
3	Letter Home
4	Grading Policy
5	Policies and Procedures
6	Weekly Assignments

Subject: Business Administration

Grade(s): 10

Skill/emphasis: Comprehension - comparing and contrasting, cause-effect relationships

Type of idea: In class exercise

What's my line?

Description

1. Identify the major areas of a corporation –
 - Finance
 - Marketing
 - Manufacturing
 - Sales
 - Human Resources
2. For each of the five areas create multiple statements that represent a position a person from that department might take at a meeting or at an informal conversation in the workplace with another department
3. Be certain that the statements have the sender from one department and the receiver from another department (See sample statements below)
4. You should have at least 25-30 statements in total (five from each department)
5. Write five to six statements on one sheet of paper. (Five sheets in total)
6. Write the instructions on the top of the sheet of paper.
 - Read each of the statements
 - Determine on behalf of which department does the person speak and to which department is the person speaking
 - Write your answer in the space provided
 - If you are unsure take your best guess
 - Explain your answer – what makes you believe the people are from the departments that you say they are.
7. Make copies of each of the sheets.
8. Distribute the exercises. (You may divide and distribute each of the five amongst the class, or give each student the same sheet and reserve the other four for future exercises, or for test questions.)

Quotes from people in different departments

“My clients can't wait that long for new pricing; they needed it yesterday.”

“What do you mean the new assembly line goes down tomorrow? You promised me that I would have that shipment out the door by Tuesday of last week.”

“Your new promotional campaign costs too much. You have to submit to me a new marketing plan with fewer dollars devoted to media before I can approve the budget.”

“We are not going to be able to properly price this new product unless you are able to procure the raw materials at a lower price. The margins are already razor thin.”

“I realize the difficulty you are having in recruiting people in this tight job market, but we can't afford to pay for anymore benefits.”

Adaptations for "What's My Line"

Rather than have this as a work alone lesson it can be turned into a game using a fly swatter. The names of all five departments will be listed twice in two separate columns and projected on a screen. Two students would be asked to come to the front of the class. Students still at their desks will read the statements aloud. One of the students is meant to "swat" the department of the person speaking, and the other is to "swat" the department of the receiver. Each pair of students will have five or six statements read and then another pair of students will be asked to come to the front of the class. In addition, students will have their own copies of the statements and answer sheets that they are to fill out during the exercise.

<u>Speaker's Department</u>	<u>Receiver's Department</u>
• Finance	• Finance
• Marketing	• Marketing
• Manufacturing	• Manufacturing
• Sales	• Sales
• Human Resources	• Human Resources



Fred – It is likely that Fred does not have the cognitive ability to cipher which department may be speaking or receiving. An adaptation for him is to give him the statements with it noted who is speaking and who is receiving. He may also be one of the readers of the statements, as long as they are not too complicated.

Robert – This is a natural exercise for Robert because it allows him to be up and active. It would be important, however, not to have him go first. He would need to see how it was done and gain some confidence in guessing on his own before he came to the front of the class. In addition, he could help by writing the names of the departments in each of the two columns on the transparency before the exercise was started.

Juanita – due to Juanita's hearing difficulties it may not make sense to have her go to the front of the classroom. However, due to her intelligence she can help by creating many of the statements for the exercise. She can also read a couple of the statements, which will help her speech development. Lastly, so she can follow with the class, her classmates will be asked to hold up fingers indicating which statement they are reading and she can read along and mark

the correct answer on her answer sheet. (I would also have made up some of the statements so she would not be familiar with all of them.

Team crossword group activity

This lesson is designed as a group activity to be completed at the end of a section, chapter or a unit.

- 1) Select ten to twelve words from the section.
- 2) Use Discovery.com or puzzlemaker.com to make a crossword using the twelve words.
- 3) Create four clues for each word.
- 4) Create four sheets, each will have one clue for each of the selected vocabulary.
- 5) Create groups of four, or use a previously made group.
6. Handout the four sheets and the crossword to each team and ask them to read each clue aloud in the group before completing the answer. Each team member should have an opportunity to answer the question first in round robin fashion. For instance, teammate A has the first chance to answer the first question. If he doesn't get it then B, C and D give it a try until one of them gets it. For the second question teammate B has the first chance to answer and A is the last to guess if it hasn't been completed.
7. As an example the teacher will read each of the four clues for one answer without giving the answer.

Adaptations

Fred should have a lot of fun with this lesson. It can be further adapted to meet his needs two ways –

1. He can be given the words that answer the clues on a separate sheet of paper. He can look at it as the team reads the clues to determine which word fits the descriptions or a team mate can announce the answer and Fred will write the word in the correct space on the puzzle.
2. The night before Fred can be given a word search in which he has to find the words. He will then bring it to class and it can work as the separate sheet of words in number one adaptation above.

Robert will benefit from group work, especially when it is fun. This exercise needn't much adaptation to meet his needs, as long as he is in a group that is supportive and not too laden with dominant pupils.

Juanita should have no problem contributing to the successful completion of this team project with only a few minor modifications. 1. All four clues for each answer could be put on one sheet of paper for her use. A teammate can signal her when each of the four clues are read so she can read along. If she knows the answer she will have a chance to answer when it is her turn. The others will write their guesses on a small chalkboard so she knows what the others are guessing.

Daniel D. Jackson
Name of school
Address of school
City state and zip of school
School office phone number

Dear (personalize to parents/guardians)

Date:

My name is Dan Jackson. I am a first year teacher that has been given the honor to work in (School name) and the privilege to teach your children (hour and name of class.) The purpose of this letter is to introduce myself and to ask for your collaboration in making certain (name of student) does well this term.

I graduated from the University of South Carolina in 1991 with a Bachelor of Science in Marketing. In 1994 I was awarded a Masters of Business Administration from Indiana University. I have worked in Sales, Marketing and Operations in a variety of industries. After more than 10 years in business I decided to pursue a long time passion of mine, teaching.

Some general responsibilities for my class include 1) mutual respect for everyone, 2) common courtesy and 3) professionalism. Please continue to encourage your child to behave professionally in all aspects of his/her lives.

Attached to this letter are

1. My policies and procedures, including a plan to deal with disruptive behavior.
2. My grading policy
3. Weekly assignments
4. A sample of Weekly work plans that will be distributed to the class each Friday

Be advised that I only accept official excuses for tardiness or absenteeism. Official excuses are from a judge, lawyer, police, doctor or funeral director. Absences that are not excused by one of the aforementioned are not excused absences.

If at any time during the term you have a question or concern, please do not hesitate to call me at the above number. Your child's success is dependent on all of us working together. Please review the enclosed materials, sign this letter and ask your child to return it to me no later than (date one week out). Thank you in advance for your support.

Sincerely,

Daniel Jackson

Student's Signature: _____

Date:

Parent's/Guardian's Signature: _____

Date

Mr. Jackson's grading policy

TESTS

Each test will be based on 100%.

Tests will count as 50% of your grade.

You will have an opportunity to help make up the exams

CAREER DESCRIPTIONS

One career description is to be completed each week. Your Career descriptions are worth 3 points each.

Career Descriptions will count as 15% of your grade.

- One point will be given for turning the assignment in on time. On time is the **beginning** of class on Wednesdays.
- One point will be given if the summary neat, written in full sentences uses correct punctuation and grammar.
- Properly cite all sources.
- Another point will be given for thoroughness. (Did you answer all the questions?)

CURRENT EVENTS

Your current event is worth five points each.

Current events count as 15% of your grade.

- One point will be given for turning the assignment in on time. On time is the **beginning** of class on Wednesdays.
- One point will be given on the quality of the summary of the article.
- Another point will be given on whether the assignment is appropriately presented. How you present your summary is up to you. It may be a summary written in prose, in the form of song, poetry, haiku, or whatever you are comfortable.
- One point will be given for properly citing your source.
- One point will be given for connecting the topic of the article with what we are learning or have learned.

CLASS PARTICIPATION

Your attendance, your preparation, and your willingness to contribute to class discussions, the proper completion in-class assignments and collaborative projects determine class participation.

Class Participation is worth 10% of your grade.

HOMEWORK

Points on homework will depend on the difficulty and length of the assignment.

Homework is worth 10% of your grade.

From time to time you will be assigned homework. When it is assigned you will be told specifically what to do and when it is due.

ALL HOMEWORK MUST BE COMPLETED AND HANDED IN ON TIME. NO HOMEWORK WILL BE ACCEPTED LATE.

Mr. Jackson's Policies and Procedures

The following policies and procedures apply while attending Mr. Jackson's classes:

Attendance

You are expected to be in class each day, on time. If you are not in the classroom when roll is finished you will be marked absent. Tardiness will result in a check.

Professionalism

You are expected to have all necessary class materials on your possession at the start of class. Lack of preparation will result in a check.

All assignments will be turned in on time. Late assignments will result in a check for each day an assignment is late. If you are not in class when an assignment is given or due you should call a classmate to get the assignment, or give the completed assignment to a classmate to hand in on time.

Mutual Respect & Common Courtesy

Students will not speak out of turn when others are speaking. Should you have a contribution to make you will raise your hand to be called upon. Consistent interruption will result in a check.

Do not talk down to one another. You will be given a check should you show disrespect to another student.

CHECK POLICY

Any student receiving more than five checks in any given week will have his/her previous test grade reduced by 1 percentage point. Please be aware that this could be the difference between a "B" and a "C", for example. Excessive, consistent display of inappropriate behavior will result in, but is not limited to, a detention, a referral to the principal's office, a phone call home or suspension or expulsion depending on the nature of and frequency of the offense.

In life you've heard of strikes against you, well this is what it means. Checks are a fact of life. When you are in the workforce inappropriate behavior may result in a missed promotion, or worst.

Weekly assignments

In addition to any reading, exercises, homework or study guides that you might be assigned you are to turn in **one of each of** the following at the beginning of class on Wednesday. There are 15 weeks in the term; you will be required to hand in a total of ten **each** of the current event and career description. This means that you may skip five weeks during the term. I strongly encourage you to select those weeks carefully

Career description: Each response must be in a full sentence.

1. Type of Job
2. Education required - State the specific degree(s) and the expected time to complete
3. Working conditions - Describe the type of environment in which one would be working
4. Promotion and advancement opportunity - Where might the position lead in two, five or ten years?
5. Salary - What is the salary range?
6. Future outlook - Is this particular job you're describing have a high, average or low demand? Is the number of openings annually increasing, staying level or declining?

Please state the source from which you gathered the information.

Current Event: Each week select a current event that relates to a topic we are discussing, or have discussed in class. You may retrieve this from the television, radio, Internet, or newspaper.

Present your findings from reading or hearing about a particular event relates to the class topic. How you present your summary is up to you. It may be a summary written in prose, in the form of song, poetry, haiku, or whatever you are comfortable.

Be sure to state the source.

1. If it is an Internet piece state the web site and the path to get to the article. If possible, printing the web page may be helpful.
2. If it is from a television newscast include the channel, time and newscaster's name.
3. If it is from a newspaper make a copy or state the paper's name, date, section, page and headline.

This assignment may be completed in class when time is given to you.