

FAYETTEVILLE STATE UNIVERSITY  
College of Arts and Sciences  
Department of Sociology

**SOCI 210 Principles of Sociology**  
Fall 2011

**I. Locator Information:**

Instructor's Name: **Dr. Ella T. Keller**  
Semester: Fall 2011  
Course Number and Name: **SOCI 210 –04 Principles of Sociology**  
Semester Credit Hours: 3 Semester Hours  
Time Class Meets: **9:00 – 9:50 MWF**  
Room Class Meets: Taylor Social Science (TS) 102  
Office Location: Taylor Social Science Room 210 - B  
Office Telephone: (910) 672-1245  
Email: [ekeller@uncfsu.edu](mailto:ekeller@uncfsu.edu)

Office Hours: Monday/ Wednesday/Friday: 11:00 – 12:00  
Monday: 4:00 – 6:00 pm.  
Tuesday 9:30 – 12:30  
Available Other Times by Appointment

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@broncos.uncfsu.edu](mailto:username@broncos.uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at  
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

***SOCI 210 Expectations: Since all emails are official communications, please use standard business language, grammar, and capitalization.***

**II. Course Description:**

**SOCI 210 - Principles of Sociology** is an examination of the basic concepts and principles of sociology, with emphasis on a scientific analysis of culture, personality, social groups and social institutions, social organizations, population trends, and social processes.

**III. Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

#### **IV. Textbook:**

**Kendall, Diana. 2011. Sociology in Our Times. 8<sup>th</sup> Edition. Belmont, California: Thomson Wadsworth. (ISBN13-9780840032539)**

#### **Basic Websites:**

Textbook Website: [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495813910&discipline\\_number=14&token=](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495813910&discipline_number=14&token=)

ASA Style Guide

<http://www.asanet.org/students/ASA%20Quick%20Style%20Guide%204th%20edition%20update.pdf>

#### **V. Student Learning Outcomes: (See Appendix C for NCATE & NCDPI Expectations)**

It is expected that at the end of the course, students would be able to:

1. Define and use appropriately basic concepts such as culture, ethnocentrism, status, roles, norm, socialization, self, stratification, social mobility, race, and ethnic group.
2. Explain the contributions of sociology to understanding social reality.
3. Explain how social factors influence interactions and social behavior.
4. Explain how social interaction and individuals influence society.
5. Explain processes and functions of major social institutions such as the family, education, economics, religion, politics, and health care.
6. Assess sociological issues in a global/international context.
7. Explain the theoretical perspectives in sociology (structural functionalist, conflict, and interactionist).
8. Differentiate between statements based on scientific (empirical) evidence and those based on opinions.
9. Differentiate among different methods of social research.

#### **VI. Course Requirements and Evaluation Criteria:**

##### **A. Student Behavior Expectations:**

As your instructor in this course, I will respect all students and make will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

##### **1. Class Attendance:**

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class (es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments .

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

## 2. FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

**The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:**

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. **Others as specified by the instructor (See 3-10 below for SOCI 210 Expectations).**

**The instructor may take the following actions in response to disruptive behavior.** Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

3. In accordance with the above policy, it is both disruptive and rude to walk in and out of the classroom during class time. Such disruptions will be considered in the same manner as tardies. Please, attend to all personal considerations before class begins.

4. In accordance, with university policy, children are not permitted in the classroom. Guests must have prior approval by the instructor.

**5. Eating and drinking (all) are prohibited during class.**

6. Pagers, cellular phones, and other like devices are disruptive to the learning process. All such devices should be **turned off** before entering class. **Accordingly, students are not permitted to use electronic devices or wear headphones or other paraphernalia that may be distracting to the classroom environment. Students failing**

**to do so, will be asked to leave the class.**

- 7. Students must refrain from any activity that will disrupt the class; this includes passing notes and carrying on personal conversations while class is being conducted.
- 8. Students are not permitted to use profanity in the classroom.
- 9. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

**B. Other Course Requirements:**

10. In addition to the reading assignments from the text, the course will include a number of brief assignments that will require reading, writing and/or class presentations or discussions (Appendix A). When written assignments are due, they are due at the beginning of the class hour. **Late assignments will be penalized 10 points for each day late.**

11. **There will be four examinations, including the final examination.** Exams will be a combination of objective and essay questions. Approximate dates for the exams are indicated on the assignment schedule. No make-up exams will be given except in cases of dire emergency. In such cases, arrangements should be made with the instructor **before** the regular exam date. **All make-up exams will be essay.**

12. Quizzes may be given at any regular class meeting on material discussed at the previous class meeting or on assigned material for that class meeting. **These quizzes will be given the first ten or fifteen minutes of class. There will be no make ups for quizzes.**

13. **Extra- credit** points may be earned by attending university sponsored lectures and other academically related functions and writing a one page summary on the event. The summary should include at least one paragraph that relates the event to topics covered in this course. You may earn five (5) points for each summary submitted. **No more than four (4) event summaries may be submitted for extra credit for a maximum of 20 extra credit points. The summaries must be submitted no later than a week after the event occurs.** As all other assignments, your summary must be typed.

**14. Evaluation Criteria/Grading Scale:**

	<b>Points</b>
Students will be evaluated in the following manner:	
First examination.....	100 points
Second examination (Midterm).....	100 points
Third examination.....	100 points
Fourth examination.....	100 points
Quizzes.....	50 points
Assignments.....	100 points
<b>Total.....</b>	<b>550 points</b>

Numerical grades will be converted to a letter grade in the following manner:

<b>Numerical Scale</b>	<b>SOCI 210 Scale</b>	<b>Qualitative Meaning</b>
92-100 = A	506 – 550 = A	Exceptionally High
83-91 = B	456 – 505 = B	Good
73-82 = C	401 – 455 = C	Satisfactory
64-72 = D	352 – 400 = D	Marginally Passing*
63 & below = F	351 & below	Failing

\*Please note that students majoring in Sociology must earn a grade of “C” or better in this course. (See Appendix B for university policy on final grades.)

**VII. Academic Support Resources:** As Freshman, the University College Learning Center and the Reading and Writing Labs are available to each student.

**VIII. Course Outline with Assignment Schedule:**

**This calendar is subject to change or adjustment as needed throughout the semester.**

Week	Topic	Readings	Assignment
<b>Week 1</b> <b>August 17</b>	Introduction to the Course; The Development of the Discipline of Sociology	Chapter 1	
<b>Week 2</b> <b>August 22-26</b>	The Development of the Discipline of Sociology and Theoretical Perspectives	Chapter 1	Examine: <a href="http://www.asanet.org">http://www.asanet.org</a>
<b>Week 3</b> <b>August 29 – Sept. 2</b>	Theoretical Perspectives and Sociological Research	Chapters 1 & 2	<b>Assignment # 1:</b> <b>Due: September 2, 2011</b>
<b>Week 4</b> <b>Sept. 5 - 9</b> <i>Sept. 5 – Labor Day</i>	Research Methods and Culture	Chapters 2 & 3	
<b>Week 5</b> <b>Sept. 12-16</b>	Culture and Socialization <b>Fall Convocation – September 16</b>	Chapter 4	<b>Exam 1</b>
<b>Week 6</b> <b>Sept. 19 - 23</b>	Society, Social Structure, and Interaction	Chapter 5	
<b>Week 7</b> <b>Sept. 26 - 30</b>	Groups and Organizations	Chapter 6	
<b>Week 8</b> <b>Oct. 3 -7</b>	Deviance and Crime	Chapter 7	
<b>Week 9</b> <b>Oct. 10-14</b>	Social Inequalities		<b>Exam 2 - Midterm</b>
<b>Week 10</b> <b>Oct. 17-21</b>  <i>Midterm Break: Oct. 17-18</i>	Social Inequalities- Class and Stratification in the US <a href="http://inequality.cornell.edu/">http://inequality.cornell.edu/</a> <a href="http://www.povertyeast.org">www.povertyeast.org</a>	Chapters 8 & 9	<b>Assignment #2:</b> <b>Due: October 21, 2011</b>
<b>Week 11</b> <b>Oct. 24-28</b>	Inequalities of Race & Ethnicity	Chapter 10 <a href="http://www.splcenter.org">www.splcenter.org</a>	
<b>Week 12</b> <b>Oct. 31 – Nov. 4</b>	Sex, Gender, and Age; Marriage and Family	Chapters 11 & 12, 15	<b>Exam 3</b>

<b>Week 13</b> <b>Nov. 7 - 11</b>	Marriage & Family: Religion	15 & 16	
<b>Week 14</b> <b>Nov. 14 -18</b>	Education	Chapter 17	<b>Assignment # 3</b> <b>Due: November</b> <b>18, 2011</b>
<b>Week 15</b> <b>Nov. 21 -25</b>	Social Institutions & Population Concept Review	Chapters 13, 14, & 19	
<b>Week 16</b> <b>Nov. 28 –</b> <b>Dec. 2</b>	Review and Wrap-up		
<b>Final</b> <b>Examination</b>	<b>Wednesday, December 7, 2011, 8:00 am – 9:50 am.</b>		

### IX. Teaching Strategies:

The teaching strategies used in the class will include a combination of lecture, discussion, in class exercises, and collaborative learning. Audio/visual materials and computer based exercises will be used as appropriate. Handouts and other documents will be placed on Blackboard.

### X. SELECTED REFERENCES

- Alfaro, Edna C., Adriana J. Umana-Taylor and Mayra Y. Bamaca. 2006. "The Influence of Academic Support on Latino Adolescents' Academic Motivation." *Family Relations*. 55, 279-291.
- American Sociological Association, 2006. "What Can I Do with a Bachelor's Degree in Sociology" A National Survey of Seniors Majoring in Sociology First Glances: What Do They Know and Where are They Going? Washington, D. C.: American Sociological Association.
- Banyard, Victoria L., S. Ward, E. S. Cohn, E. G. Plante, C. Moorhead, & W. Walsh. 2007. "Unwanted Sexual contact on Campus: A Comparison of Women's and Men's Experiences." *Violence and Victims*, 22(1), 52-70.
- Berger, Peter. 1963. *Invitation to Sociology*. New York: Doubleday.
- Gabbidon, Shaun L. 2000. "An Early American Crime Poll by W. E. B. DuBois." *Western Journal of Black Studies*. 24(3), 167-174.
- Garfield, Gail. 2007. "Hurricane Katrina: The Making of Unworthy Victims." *Journal of African American Studies*. 10, 55-74.
- Gofen, Anat. 2009. "Family Capital: How First-Generation Higher Education Students Break the Intergenerational Cycle." *Family Relation*, 58, 104-120.
- Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Doubleday/Anchor,
- Hauser, Richard H. & Carol G. Schneider. 2005. "Fostering Personal and Social Responsibility on College and University Campuses." *Liberal Education*. Summer/Fall.
- Johnson, Allan G. 2000. *The Blackwell Dictionary of Sociology*. Cambridge, MA: Blackwell Publishers.**
- Kelty, Ryan, Meredith Kleykamp, and David R. Segal. 2010. "The Military and the Transition to Adulthood." *Future of Children* 20, 181-207.

Leibowitz, Brenda. 2009. "What's Inside the Suitcases? An Investigation into the Powerful Resources Students and Lecturers Bring to Teaching and Learning." *Higher Education Research and Development*. 28, 261-274.

Mills, C. Wright. 1959. *The Sociological Imagination*. New York: University Press.

Puddaphett, Antony, and Randle W. Nelsen. 2010. "The Promise of a Sociology Degree in Canadian Higher Education." *Canadian Review of Sociology* 47, 405-430.

Weiss, Eugenia L., Jose E. Coll, Jennifer Gerbauer, Kate Smiley, and Ed Carillo. 2010. "The Military Genogram: A solution- Focused Approach for Resiliency Building in Service Members and Their Families." *Family Journal* 18, 395-406.

**SOCI 210**  
**Appendix A: ASSIGNMENTS**

**Mechanics:**

**All assignments must be typed or word - processed. The pages should be numbered, beginning with page 2. You must have a cover/title page. Excessive typographical and/or spelling errors will result in a lower grade for the assignment. If the paper is printed using a worn-out ribbon so that the print is difficult to read, the paper will not be accepted.**

\*\*\*\*\*

**Assignment #1: What is sociology? (25 points)**

**Due: September 2, 2011 at the beginning of class. No Exceptions.**

**Directions:**

1. Visit the American Sociological Association's homepage at <http://www.asanet.org> and answer the following questions. *USE COMPLETE SENTENCES IN YOUR ANSWERS.*

1. When was the American Sociological Association (ASA) founded?
2. What is its mission?
3. Who is eligible to join ASA? Are students eligible for membership; if so, at what cost?
4. What is the name of the ASA student newsletter? How often is it published?
5. What is Alpha Kappa Delta (AKD)?
6. Review ASA's Code of Ethics. For each of these sections, 12, 14, & 18, write a sentence or so (for each) explaining the topics dealt with in that section of the Code.

\*\*\*\*\*

**Assignment #2:**

**SOCI 210**

**Assignment # 2: Deviance and Crime (45 points)**

**Due: October 21, 2011**

**Directions: Answer the following two questions regarding deviance and crime. The first question asks you to apply the theories on deviance and crime and the second asks you to examine crime statistics. Remember that all assignments should be word processed and submitted on time. You may write in the numbers to complete the chart.**

1. Read the case history detailed below and then use two of the theories on crime and deviance discussed on your study guide or in your textbook to explain the cause of the deviance described in the case. What punishment would you recommend for these athletes? Explain? How does the fact that they are college athletes impact their commission of the crime and the punishment you suggested?

**Athletes and Deviance**

The deviant acts described below were committed by nine varsity athletes from a major university. Seven were on the men's swim team, one was on the men's track and cross-country team, and one was a former member of the women's swim team and a girlfriend of one of the male athletes. They were described in the press as all-American white kids from middle- and upper middle-class homes in upscale mid-western suburbs. Significantly, six of the athletes shared an off-campus apartment know as the "Swim House". In addition to practicing and competing together in their sport, the athletes spent much of their leisure time together and took many of the same business and computer courses. In general they would be described as good students majoring in pre-business, business administration, accounting, and science.

They committed dozens of burglaries over a 2-year period. The stolen property included approximately \$50,000 worth of computers, telephones, answering machines, videocassette recorders, calculators, CB radios, lottery tickets, road signs, lawn furniture, and food. These items were stolen from university buildings, automobiles, and local businesses. Some of the stolen goods were stacked to the ceiling in a 5- x 10-foot rented storage locker. Two of the athletes were also convicted of arson when they broke into a rental office and, in an attempt to recover a rental lease, set fire to the file cabinets in the office. Those most involved in the crimes had become sophisticated in the use of burglary tools and a programmable scanner for monitoring the police. The investigating officer described them as "on the road to being career criminals with the burglary

techniques that were equivalent to the skills of middle level career criminals".

Although the group was described in the news media as a "burglary ring," this is not entirely accurate since not all were equally involved in the crimes. One athlete had been convicted of burglary in high school and was apparently involved in all of the burglaries, but none of the others had a criminal record. Several of the athletes participated in many of the break-ins, others in some of the crimes, while still others were involved in few if any of the burglaries, yet were aware of the stolen property. Also, because some stolen items were viewed as common property and used by all the athletes, even those who were not involved in the actual thefts were implicated in the crimes. Additionally, some of the athletes were charged with and convicted of receiving stolen property when they helped dispose of some stolen goods prior to a police raid on their apartment.

In summary, two or three of the athletes were deeply involved in the criminal activities, three or four others were moderately involved, and the remainder were implicated either because they were aware of the stolen goods or helped dispose of the items. The lone woman among them worked at a local motel and gave a key to her boyfriend, who apparently used it to steal a television set from the motel.

Source:

Adapted from: Snyder, Eldon E. 1994. "Interpretations and Explanations of Deviance Among College Athletes: A Case Study", *Sociology of Sport Journal*, 11, 231 – 248.

- Using information from the 2009 Uniform Crime Reports (Crime in the United States) complete the following chart. For each jurisdiction listed enter the number of crimes reported to police for 2009 in the appropriate cell. Please write in the name of your hometown. If your hometown is Fayetteville choose another city in North Carolina to examine. You can find the data on the FBI website at <http://www.fbi.gov/ucr/ucr.htm> by following the menu. You will need to look at data under "offenses known to law enforcement." **The tables you need are Tables 1, 5, 8, and 9. (Note: If the 2010 numbers are finalized before the due date we will use 2010 data.)**

Population	Violent Crime	Murder and nonnegligent manslaughter	Forcible rape	Robbery	Aggravated assault	Property crime	Burglary	Larceny theft	Motor vehicle theft	Arson
United States										
North Carolina										
Fayetteville										
Your Hometown										
Fayetteville State University										
UNC Pembroke										

\*\*\*\*\*

**Assignment # 3: What Can I Do With Sociology? Due: November 18, 2011 (30 points)**

**Directions:** Select one concept, theory, person, or topic discussed in this class this semester. Write a two page paper that (1) defines, describes, or explains your choice of concept, theory, person, or topic and (2) discuss how it may be of some use to you in either your major and future career or in your personal life. Be very specific about how you think you can make use of the sociological material.

**Appendix B: Final Grades Policy**

**Final Grades – This policy becomes effective on August 16, 2007**

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Meaning</b>
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

**Appendix C: NCATE, NCDPI Standards and Expectations. The tables below detail how this course meets these expectations.**

**1. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK**

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

**2. NCATE, NCDPI SPECIALTY AREA STANDARDS**

<b>NCDPI Social Studies Standards</b>	<b>NCATE Standard(s)</b>	<b>Assessment(s)</b>
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions

### 3. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

National Council for the Social Studies Standards	Assessment (s)
1.1 Culture and Cultural Diversity.	Exams; Quizzes; Classroom discussions; In-class exercises.
1.5 Individuals, Groups, and Social Institutions.	Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment.
1.9 Global Connections.	Exams; Quizzes; Classroom discussions; In-class exercises.

### 4. NCDPI CORE STANDARDS

NCDPI Core Standards	Assessment(s)
1. Teachers know the content they teach.	Exams; Quizzes; classroom Discussions; In-class exercises.
6. Teachers respect and care about students	Classroom discussions; In-class exercises

### 5. NCDPI DIVERSITY STANDARDS

NCDPI Diversity Standards	Assessment(s)
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies.

### 6. TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

NCDPI Technology Standards	Technological Applications Used in this Course
1. Teachers demonstrate a sound understanding of technology operations and concepts.	Internet; Blackboard; Email; PowerPoint; Grade book.

### 7. DISPOSITIONS

Professional Competence		Professional Responsibility	
X	Appreciates and engages in self-reflection		Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows imitative and motivation
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude

	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		