ISCI 3103: Natural History for Middle School Teachers

Department of Biology, College of Science & Mathematics, Valdosta State University

Fall 2019 Course Syllabus

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Office Hours: Mon & Tues 11:00-12:00
Stop in anytime my office door is open…
Feel free to call the office or
Use BV email to schedule an appointment

1. Emails: Please Use My Blazeview Email for All Class Matters!!!

VSU email such as: ***lesliesj@valdosta.edu*** should only be used if it is urgent

To be safe, you need to check your Blazeview Email frequently for updates

These are not text messages and are expected to be written coherently – see p. 3

2. Office Hours: Mon & Tues 11:00-12:00 or By Appointment. Please feel free to call the office or email in BV to schedule a more convenient time. Anytime I am in my office, you are welcome to stop in to ask questions. ***I would like everyone in the class to visit my <u>wild</u> office, at least once during the semester. I will you check off on a list.***

3. Basic Format of the Class

Meetings - Mon & Wed – 2:00-4:20 in 1043 BSC - Inquiry-Orientation with labs before lecture
Sapling Chapter Previews – Due the night before class meetings at 11:59 pm (Listed on Schedule)
Every Second Sunday Night – Biweekly Summaries Due in Blazeview (No Late Submissions)

4. Course Grading: 50% of Your Grade is Homework – You Can't Pass if You Do Not Do It

Online Work 10%– Due before lecture to introduce topics & vocabulary
Attendance & Participation -10% – Taken every Class (see policy later in this document) p.3
Personal Journal 30% - Weekly Summaries submitted in Blazeview [BV]

5. Personal Responsibility – You must keep track of all assignment deadlines because late work will not be accepted!! Your grades will be posted in Blazeview all semester so that you will know where you stand. If that is not the grade you want at the end of the semester, come see me in my office. Reviewing your tests "after the fact" is the best way to understand what you need to do differently – Most often students say they did not read the test questions carefully enough.

6. Access to Sapling eBook & Online Work – will be explained in class

7. Class Decorum – You will be expected to behave like an adult in class and I will not tolerate negative behavior. Please read the class rules in this document so that you do not have to be called out and embarrassed for violating them.

Each table is going to be a collaborative lab group and you are expected to participate actively and work well with the other people. Get involved and learn as much as you can from the activities. Practice for being a teacher by:

1. Encouraging the people you work with, if they are reluctant – especially your PLP
2. Ask questions & lead discussions to make sure you, and everyone else, understands
3. Standing up to anyone who is being excessively loud, bossy, or unsafe

Seats will be assigned and changed on a regular basis. If you are ever assigned to seat that is not comfortable for you, let me know. I notice the behavior that goes on – you can be sure of that!

ISCI 3103 - Tentative Course Schedule Fall 2019

Natural History & Ecology Unit

1.The Natural World

Aug	19 - Hierarchy	Card Sort	Alphabetical Homework
	21 – Class Structure	Homework	

2. Levels of Organization

	26 – Holism & Reductionism	Winogradsky Columns & Cards	Winogradsky Research
	28 – Emergent Properties	Surface Tension & Capillary Action	Chapter 1 - Sapling Online
			Biweekly Synopsis- Understanding Nature

3. Sciences

Sept	**2 – No Class – Labor Day**		
	4 – Academic Subjects	Botanical Field Sketching & Critter Cards	Chapter 2 - Sapling Online from Book Biodiversity Ppt Concept Map

4. Scientific Approaches

Sept	9 – Inductive & Deductive Reasoning	Fish Lab	Detailed Qual & Quant Data Analysis
	11 – Processes	Worksheet	**Biweekly Synopsis – Systematic Investigations**

5. Georgia on My Mind

	16 – Field Trip to Grand Bay		Concept Map
	18 – Georgia Ecology	Regional Reports & Activity Preps	**"Biweekly" Synopsis – Grand Bay**
	19 – 5:00 – 8:00 Pinevale Elementary	**Family Fun Night**	

6. Transition between Units

	23 -Ecology Assessment	**Essay & Test & Answers**	**Reflection on Unit & Test & Grade**

Ecosystems & Communities Unit

	25 – Biomes	Soils & Landforms	Ch. 5 & 6 Sapling
	28 – Science Saturday in BSC – Biogeochemical Cycles		

7. Smaller Scales

	30 – Aquatic	Microscopy	Ch. 4 Sapling
Oct	2 – Terrestrial	Macrophotography	Ch. 3 Sapling
			Biweekly Synopsis – Ecosystems

8. Island Ecology

Oct	7 – **No Class - Fall Break October 7 & 8**		
	9 - Coral Reef Reports	Pack for Trip	

Sapelo Island Trip – Friday Oct 11th – Sunday Oct 13th

9. Natural Resources

	14 – Nutrient Cycling	Biogeochemical Cycles	Ch. 21 Sapling
	16 – Energy Flow	Critter Art	Ch. 14& 20 Sapling
			Biweekly Synopsis – Communities

10. Communities

	21 **Langdale Park Succession Field Trip****		Ch. 18 Sapling
	23 Interdependence	Diversity Indexes	Ch. 19 Sapling

11. Transition between Units

	28 - Test on Communities & Ecosystems	**Essay & Test & Answers**	**Personal Reflection on Unit**

Evolution & Equilibria

	30 – Evolution Creationism Controversy & Origins	Darwin Drill	Ch. 7 Sapling

12. Evolutionary Theory

Nov	4 - Selection & Speciation	Evo Labs	Ch. 8 Sapling
	6 – Reproductive Success	Novel Types of Repro Reports	Slide & Ch. 9 Sapling
			Biweekly Synopsis – Evolution

13. Interactions & Interdependence

	11 – Lake Louise Field Trip**		Ch. 10 & 17 Sapling
	13 - Symbiosis	Good Buddies	Ch. 15 & 16 Sapling

14. Populations

	18 - Characteristics	Cricket Lab	Ch. 11 & 12 Sapling
	20 - Stability	Growth Model	Ch. 13 Sapling
			Biweekly Synopsis – Populations

15. Natural Balance

	25 – Evolution Assessment	**Essay & Test & Answers**	**Personal Reflection on Unit**
	27 – No Class - Thanksgiving		

16. Human Issues

Dec	2 – Human Evolution	Skin Color & Skulls	
	4 – Global Challenges	Student Reports	Ch. 22 & 23 Sapling
			Biweekly Synopsis – Human Impact

17. Culmination

	9 – Final Exam Review		
	COMPREHENSIVE FINAL EXAM – Tuesday, December 10th from (2:00-4:00)		

Class Protocols

Class Sessions:
Most students come to class to learn and I will not tolerate behavior that disrupts the learning environment. Come to class prepared to concentrate & pay attention. Since some people may not know what is expected in a college classroom, the following rules should make this clear. If I have to stop class and speak to you about a disruption more than once, I will ask to see you after class, and if it happens again you will be dismissed from the classroom and sent to the Dean of Students Office.

Class Rules:

1. Attend to your personal needs before class and do not get up and walk out of class unless it is urgent.
2. Class will start promptly at the designated time, please have your notebooks open and be ready to pay attention.
3. Once class begins, refrain from side conversations. If you are asking about a word in lecture, make it short & quiet.
4. If a classmate is being rude or distracting you, let them know or say "Shhhhhhhh" loud enough for me to hear.
5. The VSU rules are no eating or drinking in classrooms. Nothing is allowed in the Lab, but Water Bottles are fine in lecture.
6. You are welcome to have your laptops, pads, & phones in class to record lectures, look up terms, and photograph slides. However, this is not an invitation to skype, take calls, or read & send texts. If anyone is bothering you with such behavior, report them to me after class or by email. There will be grade penalties for this type of disruption.
7. Class will end at the designated time, unless you see "THE END" on a slide before, so do not rustle your packs before this.

Attendance*:
Since more than half of this course involves active experiences, it's extremely difficult to "make-up" missed material. Therefore, attendance is mandatory and will be taken each class period (Lab & Lecture are separate class). Three late arrivals to class will be counted as an unexcused absence. If you walk into Lab or Lecture class late, it is your obligation to see me and be sure I change the A to T in my gradebook or on the roster. There will be no recourse days later or at the end of the semester because I caught cheaters saying, "here are my notes for that day" and other students later reported that they were lying and had written notes from someone's recording of the lecture. If you are absent, you are still responsible for getting lecture notes from at least 2 other students to be sure you get it all. Any class absences still require assignment submissions by the deadlines. Lab & Lecture are counted as separate class sessions. Anyone who misses more than 20% of the class sessions will receive a failing grade for the course.

* Here is how attendance will be calculated:

No Absences or Class Time Missed		125%
1 Absence or Some Class Time missed		100%
2 Absences		75%
3 Absences		50%
4 Absences		25%
More than 4		0%
Tardy & Other Missed Time	(will be calculated into this grade)	

Class Participation:
The learning environment has a very significant impact on the satisfaction and success of all students. Therefore, certain standards of decorum will be expected and maintained so that everyone can all enjoy being in the lab and learning as much as possible from lecture. All students start out with 100% as their participation grade. This can be elevated to as high as 125% for consistent positive contributions that enhance the experiences of other students. This grade will be reduced at the discretion of the instructor based on inappropriate conduct such as rudeness, lack of collegiality, or other negative behavior. You will be moved to another seat in either lab or lecture if I consider your behavior a problem. As future teachers, students are expected to exhibit a professional standard of decorum to be maintained in this classroom. Intemperate language, excessive slang, and poor grammar are not acceptable. We all must use grammatically correct English in the context of this class because schools will ask me if you speak well and I want to be able to verify that. If you know you need to work on this, make the effort. I expect you to correct yourself if mistakes are noticed by me or your classmates.

Email:
We are going to use the **Blazeview email** for class. There is a certain standard of etiquette in higher education that is very different from the way you interact with your friends while texting. My VSU email is for emergencies.

My title is **Dr. Jones** and start any email with that included in a greeting
The first thing you should do is tell me **which of my classes you are in**
The next sentence should contain the **reason for your message**
After you explain yourself using **good grammar** & spelling – This is not a "text message"
Proofread – I do not expect garble from people who are looking for a college diploma
Close the message properly showing you know the **proper decorum to use with your professor**

Finally, if you are not polite, **do not expect a response from me** – I will be busy filing it in my "Rude Email" file, and I may enter it in the faculty contest for the "Rudest Email of the Year"

Course Structure

Course Description: Natural History is the study of the relationships between living organisms and how they interact with, influence, and are influenced by their natural surroundings. According to the VSU Undergraduate Course Catalog, *Science 3103* is a "survey primarily of the biota of south Georgia and associated biological processes. Using the biota of southern Georgia as a model, students will study basic ecological principles, population structure and dynamics, life history patterns, and reproductive strategies and behaviors common to living systems. Special topics covered in the course include the biology of rare and endangered species and the importance of biological resources to human society."

Learning Objectives: In the ***Natural World*** module at the start of the course, *Integrated Science 3103* addresses the VSU General Education Outcome that specifies "students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices." The rest of the course emphasizes the Biology Departmental outcomes that call for the ability to "interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems" and to "describe the evolutionary processes responsible for biological diversity."

Course Content: The scientific subject matter aligns with the *New Generation Science Standards* which are the national framework for K-12 Science Education. The Georgia Standards of Excellence will be discussed and there will be deliberate coaching as preparation for the GACE Science Exams. Reflections on Teaching & Learning will be a regular feature.

Pedagogical Philosophy: This class will bridge the gulf between scientific and educational disciplinary training by allowing future teachers to learn new scientific information through a variety of instructional strategies. The course has been designed to model methods that enact the rhetoric of the science education reform movement. This nontraditional approach to college science is structured to help prospective middle school teachers make connections between methods of teaching and the process of learning science.

Oral Participation:
During normal lab activities there will be regular opportunities to present your findings to your classmates. You will be expected to practice good speaking skills: Start & end with planned declarative sentences, speak up & speak clearly, and direct your comments to your classmates. There will be several assigned reports which you will be expected to present without any notes, so be sure you know the material.

Course Assessment:

Lab Notebook Grade - Formative & Summative Evaluations 10% Homework Submission & 10% Final Presentation	20%
Attendance	10%
Sapling Plus Online	10%
Class Participation, Oral Reports & Assignments & Service Activities	10%
Midterms (10% for each test)	30%
Final Exam	20%

Reading & Adaptive Learning: This introductory ecology textbook is unique because there are reading objectives throughout the chapters to focus attention on important content. Reading for science is very different from other types of reading. Science teachers need to be prepared to teach students to read different sources of information. Concentrate on the reading objectives, complete the LearnSmart assignments by the deadlines, and demonstrate the comprehension of these topics with reading notes on the chapters or the summaries at the end of each chapter. Concentrate on doing selective reading which means there is no need to spend time on information that goes into detail over subjects that were not covered in class. You are responsible the chapters in the text, and there will be test questions based on the information in the book.

Other Reading:
Depending on your background, you may need to supplement the Ecology text. Every Biology textbook contains the same scientific information and usually the chapters are in the same order. Each author tells the story differently, and you may find the voice of and presentation by one author more effective than another. In short, you can use other textbooks to supplement your experience and ensure that you thoroughly understand the concepts covered in this course. Open Stax Concepts of biology is free online at:
https://openstaxcollege.org/textbooks/concepts-of-biology

Another excellent resource is https://epd.georgia.gov/sites/epd.georgia.gov/files/related_files/site_page/B-114.pdf
The Natural Environments of Georgia is an absolute classic! Compiled by Charles H. Wharton for the Georgia DNR in 1978, this is a very detailed record of the ecology of the state. The PDF is posted on Blazeview.

Personal Journal Requirements

Biweekly Entries: Throughout the semester, we will have weekly thematic topics that are covered by different subtopics on each day with lab and lecture both addressing the same concept. You are required to have one, completely integrated synopsis approximately every 2 weeks. These are due in in the designated assignment submission box in Blazeview by 11:59 pm on Sunday at the end of that week. Your papers do not need your name or anything else in the heading other than an original title. But the must follow the writing guidelines on the following page and be submitted as a PDF. **If every summary is completed on time, with a grade of 3 or better, you are not required to submit you journal at the time of each test. If you score lower than a 3 on any paper, it must be revised be fore submission at the test.**

Everything should be in first person and a reflective voice. Be certain that you show what you learned. DO NOT just restate what we did. Since this science content course is part of the major in Elementary Education, students are expected to focus on the "art and science of teaching" as well as the subject matter. You should be conscious of this because questions about teaching and learning will be on the exams.

1. The first page must have a creative title and start with a detailed paragraph that discusses the science of what we covered as the weekly topic. This should include substantial scientific terminology and any new vocabulary words should be defined in your own words in the sentences. The two daily subtopics must also be covered and explained in detail in your own words.
2. The second part is a paragraph that should show Pedagogical Content Knowledge [PCK]. Part of the purpose of this course is thinking about your own learning and working to develop the ability to translate scientific subject matter into interesting and effective lessons that are appropriate for young children. Discuss how the course content and lessons relate to Elementary Education. This section should indicate which of the Georgia Science Standards or NGSS National Standards are most closely related to what we did.
3. The conclusion or third section should be a visual account of both lab activities with written descriptions that clarify the significance. Make your own PowerPoint Slides with images & captions to "Show What You Know!" These can be cell phone shots from class or pictures and diagrams from the web. Any image must be explained with a statement in your own words.

The first (and possibly second pages) are typed text with 2 paragraphs. The first is JUST about the scientific subject matter putting the 2 lessons together around the single weekly topic. The weekly topic is in bold on the schedule above the two dates. This week is **Nature** from the Universe to Waves. The second paragraph is about PCK or what you are thinking about Teaching & Learning on the basis of the lesson without telling me exactly what we did. You may quickly refer to our lesson but say what it taught you about your future profession. Nothing needs to be cited in the text because it is all general information. This week you would look over the GPS - Georgia Performance Standards for Middle Grades https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx or the NGSS - Next Generation Science Standards https://www.nextgenscience.org/ and refer to the way they cover all of those parts of nature,

The third part is a visual of your own making and I will put 2 examples of my own for you to see in BV. No annotation is needed, just headings. I suggest you write the first two parts in Word to be sure your grammar is good. Then copy that text into the first of 2 PowerPoint slides as a big text box on one page and Landscape format is fine. Adjust the margins so that it looks good and do not forget a title of your own. Then, take this 2 page PowerPoint and save it as a PDF when you are finished. On the line below the name of your file, hit the dropdown menu and find **PDF**. Then insert one PDF file in the assignment box for that week. If you finish and submit it, but want to change it later, just submit it again. I grade the one on the top which is the last one you submitted.

Journal Grading: When you submit your biweekly summaries, as long as the grades are all above 3, you will only be required to assemble the full journal at the end of the semester. If you fail to submit any on time or have a lower score, you must revise these and compile a draft to be turned in on the day of the test. These drafts must include a vocabulary list and a thorough unit summary.

Analytic Biweekly Summary Scores: The grades will always depend on the effort you make.
5 – Excellent, 4 – Good, 3 – Adequate, 2 – Incomplete, 1- Seriously Deficient (6 – Outstanding)
Anything lower than 3 must be revised before eventual submission.

Holistic Evaluation: Every time you are required to submit your complete journal, the overall quality will be rated.
60's- Poor -Needed substantially more effort, thought, & synthesis
Lacking vocabulary, and/or scientific information
70's – Adequate – Every weekly summary revised & included
Could have used more depth of thinking to show mastery of the content
80's- Good Work – Substantial visual record of lab activities with detailed explanations
90's+ Great Effort – Polished consistent presentation throughout
125% - Above and beyond my expectations!!!
Deficiencies:
0 – Any weekly topics missing or a sloppy overall presentation lacking effort
50's – Insufficient - Needs much more

Expectations on Writing Assignments

Objective
Written assignments will reinforce class lessons and will help you to learn, outside the classroom, through your own thinking. Papers are an opportunity to display your knowledge through more than just exams or what you might or might not say in class. These assignments also allow you to show your own style of expression and personal interests, so you should take pride them.

Focus
Well-crafted writing always has a specific purpose. Every paragraph or paper should have a distinct thesis or central idea. Your thesis should directly address the nature of the writing assignment. Decide on the topic and a specific case you want to make before you start writing. Write the thesis or topic sentence down and check back throughout the writing process to be certain that the work supports it. Concentrate on demonstrating your understanding of the scientific information.

Paper Organization
Before you begin to write, think through how you plan to develop your thesis and use an outline to structure the paper. An Introduction and Conclusion will be the first and last paragraphs of your paper. Start paper with something catchy to interest the reader. Make it perfectly clear, in this introductory section, what your point or central idea will be. Support that concept throughout the body of your paper. Paragraphs in the middle will be the Body of your text. Subheadings should be used for clarity. Your assignments in this class should usually be in first person. Avoid using statements such as "In this paper I will discuss…" since it is much more sophisticated to avoid this type of "crutch statement."

Paragraphs
Divide the paper by major themes and make each of these a distinct paragraph. You should have at least 3 paragraphs on a 1-page, single-spaced paper. The first sentence of each paragraph is a topic sentence that shows what the paragraph cover. ONE SENTENCE IS NEVER AN ENTIRE PARAGRAPH because there should be at least 3 sentences elaborating any significant idea.

Format
A header on the upper right should include the student's name and the date of submission. Each paper should have a creative title identifying the approach to the assignment. Since the course will be paperless, coversheets are not necessary. Your papers are to be typed using something comparable to 10-12 point Times New Roman type, single-spacing, and reasonable (0.5 to 1 inch) margins. Other professors often expect double-spacing, **I require single-spacing**. The lengths of these papers are stated in the assignments. After your draft your ideas, if the paper is too long, go back through and shorten it up by taking out the less important aspects. If it is too short, go back and incorporate more support or add more detail to what you are saying. When I say 1 page that means one sheet of paper that is full of text. Put your references and heading on that sheet. Use the word counting function on your word processor to be sure your text is 600-800 words per assigned page when single-spaced.

References
Any very general scientific information does not need to be cited. We consider this common knowledge because the place you found it is not the original source of the information. How would you know? The answer is if you can find the same information in 2 or 3 books, it does not require a citation in the text or a reference at the end of the paper. However, you must be very careful about giving appropriate credit to the sources of any original outside information that you use. If you use original information, it should be cited in the text of the paper. Be sure to reword or paraphrase text from any of your sources to avoid plagiarism. Paraphrasing means changing more than 1 word in a sentence. Think about what something says and completely restate it in your own words. No direct quotes are allowed in papers for this course to prevent you from making your paper look like a mosaic of other people's ideas. The point of writing is to demonstrate your thinking, so first person is usually fine.

Grading
These assignments will be described in detail in class, so listen carefully and be sure that you know what is expected or ask about anything that is unclear. Grades will be docked for any failure to follow directions precisely. If you need more clarification than is given in the Blazeview description, contact your classmates by email, phone, or posting a question on the *Blazeview* discussion board. Focus on the objective of the assignment and address it clearly in thesis of your paper. You can dramatically improve your work if you critique your own rough draft and revise it at least once. Outside feedback can also make a difference. Proofread to avoid careless errors. Spelling, Punctuation, and Grammar do effect our impression of the quality of your presentation. These papers will be graded on Effort, Quality, Organization, Content, Proper citations and whether or not you followed these directions. I will look specifically at extent of your coverage of the topic and the clarity in your presentation of the material. If you need assistance with your writing, please see me for help and/or contact the Student Success Center. The summaries will have due dates about every 2 weeks on a Sunday. The *Blazeview* Assignment Dropbox will close at 11:59 pm. If you miss that, you are locked out and receive a zero for that assignment. Late work must be submitted as a journal draft at the time of the exam .

Examinations:

There will be 3 tests with 100 questions during the semester and a comprehensive final examination with 150-200 questions. These multiple -choice tests will consist of conceptual questions that probe understanding of the course material. This course will be taught in a way that requires students to demonstrate individual construction of knowledge and the questions on these assessments are written to judge the ability to apply the course information. Hard work on the LearnSmart is the best preparation for these exams. ***Since we actually meet for 2 blocks of time, we are using the exam slot for the second block of time. Otherwise, you would have had class on Monday, Dec.4th and a comprehensive final exam the next day.**

Voluntary & Service Activity:

This dimension of the course allows you to make decisions and enhance your grade. There will be several teaching opportunities that occur outside of class time. I also have ongoing projects building the displays in the Atrium. Each activity will count for a certain number of points at a rate of ~1 point/hour. In some cases, points will require written summaries. Sloppy or incomplete efforts will not be accepted. The single criteria for evaluation will be "evidence of a significant effort to enhance personal pedagogical knowledge." For some, reflection is expected as documentation of what was learned through these opportunities. Any additional projects that you might propose outside of those offered in the course must be approved in advance for credit.

Academic Honesty:

Members of the class are expected to maintain high standards of integrity. This course will use the VSU Handbook Code of Ethics as a basic standard of behavior, and everyone in the class is required to read the Biology Department Plagiarism Policy sign a statement verifying that these guidelines are understood. Evidence of dishonest conduct or cheating will result in no credit for the assignment and depending on the case, a grade of "F" for the course. Never copy text from a book or website and always cite sources unless it is very general or commonly known scientific information. Do not share your work with other students because both people will be held responsible. When students work together on projects or assignments, each person is responsible for submitting completely individual, distinctly different products. Do not expect lenience for claims that on the grounds of not knowing better. You will be reported to the Dean of Students and employers such as school systems do call that office at VSU to check on whether you have a record of infractions.

Work Ethic:

This course has an accurate reputation for being "a lot of work." Effort required will be rewarded by gains in understanding of scientific information. Success depends on consistent effort and hard work. Grades are based on the quality of the product produced, not the time spent on assignments.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity,titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 333-5463.

Special Services:

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with me at the beginning of the semester. Register with the Access Office, Farber Hall, 245-2498.

Family Educational Rights & Privacy Act:

Grades cannot and will not be posted by Name, Social Security Number, or other Personal Identifiers. Grades and student work will not be given over the telephone, by email or to another student.