EDUC 2110: INVESTIGATING CRITICAL AND CONTEMPORARY_ISSUES IN EDUCATION

Fall 2019

Instructor Information:

Dr. Erica Dotson
Office Location: A & S Bldg., Dept. of Teacher Education, Office 205 F

Office Hours:

<table>
<thead>
<tr>
<th>Tuesdays</th>
<th>Wednesday</th>
<th>Thursdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50-9:50 am</td>
<td>10:00 am – 12:00 am</td>
<td>8:50-9:50 am</td>
</tr>
<tr>
<td></td>
<td>(online, by appointment)</td>
<td>2:00 pm-3:00 pm</td>
</tr>
</tbody>
</table>

Phone: please contact me via email
E-mail: EricaDotson@clayton.edu

Please do not attempt to contact me via email in D2L. I do not check messages in D2L.

Class Meetings:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>CRN</th>
<th>Location</th>
</tr>
</thead>
</table>
Introduction
I would like to tell you a little about me. I am a native of Atlanta-yes, I was actually born here. I have lived in Atlanta my entire life, except for multiple study abroad experiences in France. I really love language and understanding the process of second language acquisition. I wish that I could speak six or seven or ten languages. I guess I will have to settle for 2; English and French.

I was a student for quite a long time. Here’s a run-down of my education:
- B. A. Business Administration – The University of Georgia
- B.A. French- Georgia State University
- M.A. French- Georgia State University
- M.A. Applied Linguistics (TESOL) - Georgia State University
- Ph.D. in French and Educational Studies- Emory University

I joined the faculty at CSU in the fall of 2010. In spring 2015 I earned tenure and was promoted to associate professor of Teacher Education and French. I am the 2016-2017 Arts and Sciences Teacher of the year. I was also a 2017-2018 Global Teacher Education Fellow and a 2017-2022 ICIE Fellow. I was also awarded the Dean’s Leadership in Diversity Award for 2017-2018.

Beyond the classroom my favorite role is that of mom to two beautiful, bilingual girls.
Disability Services
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator. For information about Disability Services or to obtain this document in an alternative format, contact: The Director of Disability Services (Office of Disability Services, University Center) at 678-466-5445.

Conceptual Framework:
The Department of Teacher Education is committed to preparing quality teachers for Georgia’s public schools. Thus, within the context of a collaborative, field-based environment, CSU produces collaborative, reflective professional educators who are competent, caring and committed individuals.

Statement of Purpose
This course will highlight the current social, cultural and political factors that influence U.S. and global education. Students will develop an understanding of selected philosophical, historical, and economic questions and their influences on the development of educational policies and practices. Students will also develop an understanding of the ways the humanities and social sciences can be used to question, interpret, analyze, and criticize educational thought and practice.

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following website: http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

Goals of the Course
After completing EDU 2110, students should be able to:
1. Understand and describe the interrelationships between schools and selected social, political, economic, and cultural institutions to which they are linked;
2. Investigate the global context of education by making comparisons and drawing contrasts among systems of schooling around the world;
3. Analyze and interpret scholarly literature that has informed educational policies and practices;
4. Identify/critique the global and local forces that influence the aims, organization, and operation of the teaching profession, including the ways in which global forces influence the teaching profession in the US.
Required Texts

9780134481128
Students are not required to purchase the access card accompanying this textbook.

Computer Requirement:
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement attesting to such access. For further information on CSU’s Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.

Computer Skill Prerequisites:
• Able to use the WindowsTM operating system
• Able to use Microsoft WordTM word processing
• Able to send and receive e-mail using OutlookTM or Outlook ExpressTM
• Able to attach and retrieve attached files via email
• Able to use a Web browser.

IN-CLASS USE OF STUDENT NOTEBOOK COMPUTER OR COMPUTERIZED DEVICES –

Unless required for disability services, you are NOT allowed to utilize notebook computers or computerized devices (iPhone, iPad, iPod) during class. In other words, do not have them out or on your desk or I will (mistakenly I’m sure) believe you are not paying attention. Students who have to be reminded of this rule more than once will be asked to leave the classroom for the day and will not be allowed to make up work missed. There may be times when you will be expected to use notebook computers in class but ONLY when requested. Cell phones are not to be used during class period. If you need to have access to your cell phone due to a concern with a family member, please speak to me before class.

Knowledge Base:
It is important for students making the decision about entering the teaching profession to have a clear picture of what classroom teaching is all about. This course is designed to help students develop an awareness and an understanding of teaching as a professional activity and to assist them in evaluating their motivation and their ability to successfully enter the field. A requirement of this course is to complete 10 hours of observations of activities related to the institution of education at the local, state or national level. While the course is not designed specifically to teach you "how to" teach, the instructor will demonstrate various instructional strategies and tools currently used in education.

Course Objectives:
1. Investigate and describe local and global contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools.
2. Discover, explore, and describe current issues and trends in schools (e.g., bullying, curriculum mandates, vouchers, privatization, testing and evaluation, federal and state policy, reform initiatives, standards, and changes in curriculum) using disciplinary, interdisciplinary and international fields and the lenses of analysis, critique, and interpretation.
3. Analyze the legal, ethical, and professional responsibilities of future teachers.
4. Explore students’ core values and reflect on how their values influence their beliefs about “good” teaching and schooling in democratic contexts. Compare students’ values to those in varying contexts around the world.
5. Students will develop and refine a philosophy of teaching for contemporary schools by exploring who they are as a potential teacher (e.g., examining their own agendas and prejudices as they relate teaching and learning) and what dispositions they have for teaching diverse students in current Georgia, U.S. and global school contexts.
6. Analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia, U.S., and international classrooms.

Global Learning Competencies
1. Develop an awareness of current global issues in education: teaching and learning, educational policy, power and oppression in schooling and communities
2. Identify similarities and differences in global education systems
3. Perceive the interconnectedness and interdependence in global politics and economics and the ways in which these systems effect schooling around the world

Professional Standards:
The course will address appropriate professional standards as outlined by the following: CSU Teacher Education Unit Outcomes and Candidate Proficiencies, National Middle School Association (NMSA), Interstate New Teacher Assessment and Support Consortium (INTASC), and GA-International Society for Technology in Education (GA-ISTE), Georgia 2000 Standards, and National Council for the Accreditation of Teacher Education (NCATE). The professional standards can be found at:
http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

STANDARDS:
1. Future educators understand and can apply disciplinary knowledge from the humanities and social sciences to interpret the meanings of education and schooling in diverse and contemporary contexts.
2. Future educators understand and can apply normative perspectives on education and schooling in contemporary contexts.
3. Future educators understand and can apply critical perspectives on education and schooling.
4. Future educators understand and can apply moral and ethical principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
5. Future educators understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.
6. Future educators understand how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance. The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations.

Please refer to the course correlation matrices located at the following web site: http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

COURSE ATTENDANCE POLICY - Let me be extremely clear here. Timely and consistent arrival to class is important to me and essential to your grade in this course. You are expected to attend all class sessions and be punctual. Students who miss more than 5 of the class meeting sessions due to unexcused absences will receive a WF (Withdraw Failing) grade. This policy will be applied uniformly to all students regardless of course average. Excessive tardy arrivals or early departures (more than 10) will result in a reduction of your overall average by one letter grade.

If you arrive tardy (after I have taken the roll) it is your responsibility to ensure that I mark you present in class.

Excused Absences - If you have a legitimate emergency that takes you outside of the 5 absences mentioned above, (jury duty, death, hospitalization of self or immediate family), you must contact me immediately to let me know what's happening, then, provide documentation of your emergency when you return.

LATE ASSIGNMENTS – Unless otherwise instructed, assignments are due by the beginning of class or by the noted time for electronic submission. Late assignments (excused or unexcused absence) will not be graded and will result in a “0” for the grade EVEN IF YOU ARE ABSENT. If you are unable to be in class to submit an assignment on the day it is due, I suggest you turn it in early because it will not be accepted late.

Attendance and Participation

In all honesty this grade is pretty subjective, and I reserve my right to have it be such. If you are worried about this grade, the solution is simple. Read, come to all classes on time, participate in class activities often, participate enthusiastically, say deep things, and talk and make meaningful contributions until I know your name.
Class activities will include: discussion, role playing and group collaborative activities requiring the participation of all students.

**Participation includes demonstrating a spirit of inquiry as an educator, initiative, enthusiasm, and critical examination of topics in our reading and discussions, and cooperation in fulfilling the responsibilities of this experience. Such active participation is critically important to your learning, particularly in a class centered on personal experiences and how they may influence you as a teacher.**

Active participation means maintaining focus without distractions from electronic devices. Cell phones and other electronic devices must always be turned off and should not distract you in class. Significant distractions can lead to your removal from the discussion. If you choose to type your notes, you should use your laptop for notes only, not for checking email or Facebook. The professor may ask for your typed class notes at any time. Significant distractions can lead to your removal from the discussion.

**What Active Participation Looks Like**

1. Coming to class with the texts available, having read and engaged with the material in the fashion that suits you best;
2. Responding thoughtfully to questions by connecting readings, asking further questions or looking up different references, or referencing readings from other classes;
3. Using your cultural experiences as examples, models, and opportunity for further consideration;
4. Making original contributions to the discussion, as everyone in this class is expected to carry our conversations forward;
5. Exhibiting a spirit of generosity and assuming the best from others when your point differs from someone else;
6. Contributing to a safe space for us to disagree agreeably and grow in our understandings of ourselves and the world;
7. Participating equitably to class discussions thus allowing others’ voices and perspectives to be heard, as consistent and persistent domination of the class discussion reflects a lack of professionalism and will be considered in the assessment process.
8. Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the Clayton State University Student Handbook and the Basic Undergraduate Student Responsibilities. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/studentlife/judicial_affairs.htm. This means that all work you submit should be your own original work. Please see me if you have any questions regarding proper citation of others’ work.
9. Make-up Work/ Incompletes: Please make every effort to avoid a scenario where you are submitting a late assignment. Unless there are extenuating circumstances and/or you received approval ahead of time, 10 points will be deducted for each calendar day an assignment is late. If your absence has been previously excused, you may turn in any make-up work to the instructor by the following class day at 5pm. Failure to do so will result in the above grade deductions. **Late final projects will not be accepted.** No incompletes will be given unless the matter is discussed with and approved by your academic advisor and college Dean.

10. Professional Demeanor: We will be discussing some important and controversial topics, and it is my intent to make the class environment a comfortable and open one for all students and their opinions. Anyone behaving disrespectfully, immaturely, or questionably will be asked to leave the discussion.

**Course Requirements Grading Scale**
There are 6 components to your final grade in EDUC 2110:

(1) 10% Class Participation / Attendance / Quizzes  
(2) 20% Mid-term exam- September 26  
(3) 10% Group Presentation- current events in focusing on activism in education  
(4) 15% Reading Reflections Papers/Assignments  
(5) 15% Observation paper  
(6) 25% Advocacy project

**(1) PREPARATION AND CLASS PARTICIPATION/ATTENDANCE/QUIZZES**
You are required to attend all class meetings. **More than five unexcused absences will result in the lowering of your final grade by one unit** because your attendance will affect your participation grade. (If you earn a B in the class and have six unexcused absences, your final grade will be lowered to a C). I will take roll via ROLL CALL. Students who enter the class after I have called the roll are responsible to inform Dr. Dotson at the end of the class to change the attendance status from ABSENT to TARDY. Changes to attendance status will not be made after the end of class. Emergencies will be dealt with on a case-by-case basis at my discretion. Cell phones and other electronic devices must always be turned off and should not distract you in class. Significant distractions can lead to your removal from the discussion.

Attendance is but one component of your grade. All students will also participate in class discussions. I should be able to perceive by your comments that you have read the assigned readings and have relevant, interesting ideas to contribute.
(2) CHAPTER PRESENTATION
A group of 3-4 students will analyze a justice-oriented activist group in education, plan an activity and facilitate a discussion. Each group will focus on one of the following teacher activist groups:

- Badass Teacher Association
- New York Collective of Radical Teachers
- Caucus of Working Educators
- Teacher Action Group in Philadelphia and Boston
- Teachers of Social Justice in Chicago
- Teachers 4 Social Justice in San Francisco
- Black Teacher Project
- Institute for Teachers of Color Committed to Racial Justice
- Educators’ Network of Social Justice in Milwaukee
- Education for Liberation Network
- Association for Raza Educators in San Diego and Oakland
- Free Minds, Free People

Your presentation should consist of a brief history and purpose of the organization. How is the group organized? Who are the members? What are the major goals of this group? Describe the primary strategies that this group employs to meet its goals? What are the major activities of the organization?

You might wish to interview someone from the organization to learn more about their experiences as a member. Try to find video or news (print or video) coverage of the group’s activities. What do multiple online sources say about the organization’s work (positive or negative)? What is your 2110 group’s perspective of the work that this group is doing? What do you wonder about their work?

In addition to the presentation, your group should create an activity that helps the class understand or think about the mission/objectives of the organization you are presenting about.

Group presentations should last 30 minutes. Each student will participate in one group during the course of the semester, and everyone is expected to take an active role in the group’s presentation/discussion/activity. One week before the presentation, each group must submit a detailed plan of your group’s presentation. In addition to information from the popular media, you should make connections to our course material such as readings, videos, discussions, etc. Planning ahead is essential. I am happy to help you plan an activity or access resources you may need to lead discussion.

Group members and Group topics are due to Dr. Dotson on September 3, 2019.

You may choose your own groups. There may not be more than 4 or less than 2 in a group.

My current event is: ___________________________ Date of presentation __________

9
Date plan is due to Dr. Dotson: ____________________________

My group members are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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</table>

1. Provide an overview of the event using 15 or fewer PowerPoint slides.

Presentations should last between 30 minutes. Your slides should be concise, illustrative and well-thought out. Your presentation should underscore or highlight especially important information about the event. I am most interested in how you APPLY the materials from the chapter. The presentation should provide useful analysis and be connected to other material from the textbook or class discussions. Your presentations should also contain an introduction and a conclusion. Your conclusion should summarize the main points of the presentation and leave the audience with an important idea to think about.

**Power Point Design**

- Use no more than 5 bullets of five words each on your slides.
- Do not use animation such as fly-ins, fade-outs, or audible effects UNLESS you need them for a useful reason, not just for kicks or aesthetics.
- Create your slides to be viewed in their entirety with as few clicks as possible UNLESS you need to hide some information for a useful reason.
- Creativity and content are important, but be judicious in your choices.
- Put yourself in the place of your audience and ask yourself how **useful** and **interesting** would it be to view the PowerPoint presentation you are creating. You may embed relevant video links to TED, YouTube, Teacher tube, the popular media, or an original video your group creates.

(3) **REFLECTIONS PAPERS**

You will submit a personal reflection compositions throughout the semester. This paper should provide your understanding of and reaction to the content of the chapters. You reflections should be thoughtful, creative and should draw connections between the chapter material and your personal experiences. See grading rubric at the end of the syllabus.

(4) **EDUCATIONAL OBSERVATIONS**
The Task:
You will observe at least 10 hours in an educational setting this semester. Think broadly of education as you can choose an afterschool program, school board meetings, PTSA meetings, or camps. You will be required to submit the location and description of the organization to Dr. Dotson by September 10, 2019. This should be a typed explanation/description. Failure to submit this information will result in your final grade on your Observation Reflection being lowered by 5 points.

The Observation: Observe at least 10 hours in this setting. Many students arrange or are invited to spend a day with the teacher. You will certainly find this a rewarding experience if your personal schedule allows. Feel free to participate to whatever degree you are invited. Please remember that you are a guest in the teacher’s classroom and that you are representing your university. Timeliness appropriate dress and manners are important.

The Report: Prepare and submit an analysis of your observation. This summary should be typed in 12pt font, double spaced, and total 3-4 pages. First, accurately note the name of organization including the address, telephone number and (or) email address. Second, your summary should then include four areas: (1) a description of the setting where you observed; (2) a description of key observations, for example: interaction between the teacher and students, the stakeholders, among the student/participants etc. (3) an analysis and interpretation of the responses and observations within the context of the lectures and readings assigned in class, in other words what you think about what you saw as it relates to the information in EDUC 2110.

Your paper should be a critical analysis and integration of your observations. You should also reflect on what you have learned during the course and use that knowledge as a lens through which to analyze your data. Your assignment should make direct connections/links to the major themes of our course. Your paper should contain direct citations from our course materials including the textbook, class discussions, supplemental materials, etc. that support your analysis.

The Due Date: November 5, 2019

(5) Advocacy project

Overview: Advocacy will be a critical part of your career as a teacher. This project will help you to identify a local or global issue or concern that you would like to change or address by working with others in your school, community or more broadly in the nation or world. For this assignment, you will identify an issue or concern in PK-12 settings. You will analyze this issue by learning about its history and present state in schools. You will then create a plan of action to address this issue.

Paper: A 3-4 page paper chronicling the history of the issue, describing the current status of the issue and proposing your solutions to address the issue will be submitted. This paper will make specific references to class discussions, course readings and other relevant information. Your paper will also describe your advocacy strategy. Your paper should describe the problem you have decided to address and the rationale for your choice. You should also provide an overview of the advocacy strategy you have created and the outcomes you anticipate based on the allies you create. Your advocacy plan must include specific steps you will take to work with parents, community organizations, other teacher organizations, student groups, etc.
What specific actions will you undertake to ensure change related to the issue you have identified? Which other groups will you collaborate with to affect change? Why have you chosen these groups? How do their previous advocacy campaigns align with your ideas? Provide specific examples?

**Deadlines:** There will be scaffolded deadlines throughout the course so that you are fully prepared for the final paper. Please note that these progressive steps are an attempt to get you to plan ahead.

October 3: Topics due in class

October 17: Abstract of the project due

Your abstract should be between 400-500 words and should describe the content of your project. Your abstract should include a clear rationale for why you have chosen this issue and relevant examples of how this issue affects students, teachers, or communities. Take a position on the issue and state your perspective. The best projects will address one specific issue, not a general, broad issue like “educational inequality.” You should also outline your advocacy plan and your specific ideas for working with co-conspirators to address the issue you have chosen.

You should also include your citations and references

October 24: Abstract returned

I will make comments and suggestions on your abstract. Should you have any questions or need additional help, make an appointment with me during office hours.

November 12 Final papers due
Reflections Rubric


<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>5</td>
<td>Content reflects exceptional analysis of readings, inter-textual connections to previous readings in this course or others, and a comprehensive and meaningful incorporation of any relevant class discussions or out-of-class experiences. Assignment is well-organized and structured for maximum readability and comprehension. Writing is clear, precise, and free of grammatical or spelling errors. Work reflects critical thinking and analysis.</td>
</tr>
<tr>
<td>4</td>
<td>Content reflects careful, thoughtful analysis of assigned readings, inter-textual connections to previous readings in this course or others, and a thorough incorporation of any relevant class discussions or out-of-class experiences. Assignment is well-organized and structured for maximum readability and comprehension. Writing is clear, precise, and free of grammatical or spelling errors. Work reflects critical thinking and analysis.</td>
</tr>
<tr>
<td>3</td>
<td>Content reflects analysis of assigned readings, inter-textual connections to previous readings in this course or others, and an incorporation of any relevant class discussions or out-of-class experiences. Assignment is organized in a fluid manner, and is easily comprehended. Writing is clear and contains few grammatical or spelling errors. Work reflects some critical thinking.</td>
</tr>
<tr>
<td>2</td>
<td>Content reflects only cursory analysis of assigned readings, brief or no inter-textual connections to previous readings in this course or others, and slight incorporation of any relevant class discussions or out-of-class experiences. Assignment is somewhat disorganized and structural flaws make it difficult to comprehend. Writing is unclear, vague, and contains some grammatical and spelling errors. Work reflects minimal critical thinking.</td>
</tr>
<tr>
<td>1</td>
<td>Content does not reflect analysis of readings and lacks inter-textual connections. Assignment is disorganized and difficult to comprehend. Writing is unclear, vague, and contains many grammatical and spelling errors. Work does not reflect critical thinking.</td>
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</tbody>
</table>
Self-Evaluation

Please respond honestly to the following questions about your performance on this assignment.

(1) On a scale of 1-5 (5 being the most effort), how much effort did you put into completing the PRESENTATION portion of this assignment?

1  2  3  4  5

(2) Describe, in detail, how you helped and what you did to complete the PRESENTATION.

Presentation:

(3) How much time and effort did you put into the project as a whole?

LESS than my group members  THE SAME as my group members  MORE than my group members

(4) How could you have improved your performance on this project? What could you have done differently?

(5) Any additional comments about your presentation:
Group Evaluation

(1) Please describe how each group member contributed to the ACTIVITY, DISCUSSION and the PRESENTATION. Be honest. Include yourself in the list.

<table>
<thead>
<tr>
<th>Name</th>
<th>What she/he did for the PRESENTATION</th>
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<tbody>
<tr>
<td>1)</td>
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<td>2)</td>
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<td>3)</td>
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<tr>
<td>4)</td>
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</tbody>
</table>

(2) If you were to assign a grade to your fellow group members based on how they contributed to the project, what grade would he/she each receive? Include yourself.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Reason for Grade</th>
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</thead>
<tbody>
<tr>
<td>1)</td>
<td>A B C D F</td>
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<tr>
<td>2)</td>
<td>A B C D F</td>
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<td>3)</td>
<td>A B C D F</td>
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<tr>
<td>4)</td>
<td>A B C D F</td>
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(3) If you were to award a “Most Valuable Team Member” award, based on how your group members performed on the project, to who would the award go? Give reasons for your choice.
# Group Presentation Scoring Rubric

<table>
<thead>
<tr>
<th>Organization</th>
<th>Consistently clear. Main points are easy to follow. Transitions between sections were smooth and coordinated.</th>
<th>Usually clear, concise, well organized. Most of presentation was easy to follow. Transitions between sections were generally coordinated.</th>
<th>Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.</th>
<th>Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.</th>
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</thead>
<tbody>
<tr>
<td>Topic Knowledge</td>
<td>Displayed thorough critical analysis and mastery of content. Content stated in presenters’ own words. Excellent research depth.</td>
<td>Displayed some analysis. Good mastery of content. Content mostly stated in presenters’ own words. Good research depth.</td>
<td>Some grasp of the material. Adequate mastery of content. Content poorly summarized from other sources. Limited depth of research.</td>
<td>A poor grasp and understanding of the material. Superficial handling of content. Content repeated from other sources. Inadequate depth of research.</td>
</tr>
<tr>
<td>Creativity</td>
<td>Creative and original. Imaginative design and use of materials.</td>
<td>Exhibited originality and creativity.</td>
<td>Routine treatment, minimal thought given to originality and creativity.</td>
<td>Lacked creativity. Ordinary and mundane.</td>
</tr>
<tr>
<td>PowerPoint Design</td>
<td>Well-coordinated with content, well designed, used very effectively. Simple, clear, easy to read and free of errors.</td>
<td>Generally well-coordinated with content. Design was acceptable, generally used effectively. Mostly clear, easy to interpret. Some errors present.</td>
<td>Marginally acceptable aids. Design is too complex, crowded, and difficult to read or interpret. Used only adequately.</td>
<td>Poor quality visual aids. Difficult to read, inaccurate, poorly designed. Poor coordination with content.</td>
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<tr>
<td>Maximum of 10 slides</td>
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<tr>
<td>Remember the 5X5 rule</td>
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<tr>
<td>Summary</td>
<td>Clear, concise, major points emphasized, clear, creative recommendations, strong conclusion or call for action.</td>
<td>Referred to main points, some recommendations weak or missing, weak conclusion or call for action.</td>
<td>Vague mention of major points, no recommendations, weak conclusion</td>
<td>No summary, no recommendations, no conclusions, no call for action.</td>
</tr>
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# Appendix D

## Class Participation/Preparedness Rubric

Your participation grade is out of 100 points.

Name ____________________________________________________________

Deserved ______

Letter Grade ______

<table>
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<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Needs Development</th>
<th>Strong Work</th>
<th>Excellent!</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Present, not disruptive</td>
<td>Sometimes displays lack of interest in comments of others</td>
<td>Respectfully listens to peers and instructor</td>
<td>Actively and respectfully listens to peers and instructor</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Tries to respond when called on but does not offer much.</td>
<td>Demonstrates adequate preparation: knows basic reading facts, but does not show strong evidence of trying to interpret or analyze them.</td>
<td>Demonstrates good preparation: knows reading facts well, has thought through implications of reading</td>
<td>Demonstrates excellent preparation: has analyzed reading exceptionally well &amp; verbally relates it to other readings and material (e.g., discussions, experiences, etc.)</td>
</tr>
<tr>
<td><strong>Quality of Contributions</strong></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
<td>Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
<td>Offers interpretations and analysis of reading and course material (more than just facts) to class.</td>
<td>Offers verbal analysis, synthesis, and evaluation of class material, e.g., puts together pieces of the discussion to develop new approaches that take the class further</td>
</tr>
<tr>
<td><strong>Influence in Class Discussions</strong></td>
<td>Comments do not advance the conversation or are actively harmful to it</td>
<td>Comments sometimes advance the conversation, but sometimes do little to move it forward</td>
<td>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</td>
</tr>
<tr>
<td>Frequency of Participation</td>
<td>Demonstrates very infrequent involvement in discussion.</td>
<td>Inconsistent participation.</td>
<td>Demonstrates consistent ongoing involvement.</td>
<td>Actively and consistently participates at appropriate times.</td>
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<tr>
<td>Presence</td>
<td>About to get kicked out from too many absences/tardys.</td>
<td>Inconsistent presence/timeliness</td>
<td>Has been present and on time for 90% of class meetings</td>
<td>Has been present and on time for all class meetings.</td>
</tr>
</tbody>
</table>

Class participation deserving of an A grade will be strong in all categories; class participation deserving of a B grade will be strong in most categories; participation that is strong in some categories but needs development in others will receive a grade of C; F work is typically unsatisfactory.