**Instructor:** Dessynie Edwards, Ph.D.
Educational Administration
Faculty Center 221
361-825-3866 (office) 361-825-3377 (fax)
Dessynie.Edwards@tamucc.edu
Office hours: By appointment

**Syllabus:** EDAD 5364-Management of Educational Programs and Special Units
(25-49% On-line)

**Term:** Spring 2018 (01/14/19 – 05/08/19)
**Room:** CS 103
**Dates & Times:** Wednesdays 7:00-9:30

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**COE MISSION STATEMENT**

The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

**COURSE DESCRIPTION**

This course emphasizes the management of the internal organization and support of units of a campus. Topics include student grouping, staffing, scheduling, programming for special population students, textbooks, food service, campus security and pupil transportation.

**COURSE TOPICS**

- **Assessment, Accountability and Quality**

- **Special Units:**
  1. Transportation,
  2. Food Services
  3. Textbooks (Instructional Materials)
  4. Testing (Assessment and Evaluation)
  5. Campus/District Security
  6. Counseling (Guidance)
  7. Health Services
  8. Facilities and Maintenance
  9. Student Support Services (Mentoring, Peer Mentoring, Prevention Programs)
  10. School-Community Partnerships (Parent & Community Liaisons/Facilitators)

- **Special Programs:**
  1. English Language Learners/Bilingual Education
  2. Gifted and Talented
  3. At-risk Student Populations
  4. Career Technical Education
  5. Special Education
LEARNING OBJECTIVES
(STUDENT LEARNING OBJECTIVES)

This course is designed to enable students to:

1. Develop an understanding of the history, funding, guiding educational philosophy, and design of a broad array of special populations, programs and units.
2. Investigate local implementation of special programs and special units.
3. Apply anti-deficit thinking and equity to the design and delivery of special programs.
4. Develop and utilize the theoretical knowledge and analytic skills for leadership in meaningful systems change.
5. Promote students’ understanding of the organization and administrator of special programs and special units by critically assessing current and emerging practices and policies.
6. Develop analytic skills relative to problem identification and resolution in a variety of settings relating to special populations and programs.

COURSE RATIONALE

The purpose of this course is to provide a comprehensive review of administration practices concerned with special programs, and support units of a public-school campus. This course emphasizes the TExES Competencies and prepares students to take the Texas Examination of Educator Standards (TExES) Principal-068 and the new Principal as Instructional Leader Certificate-268.

COURSE ORIENTATION

Class will meet from 7:00 to 9:30 p.m. on Wednesdays beginning January 14, 2019 and ending May 2, 2019. Seven in-person meetings will be held on: 1/16, 1/30, 2/20, 3/6, 3/27, 4/10 and 5/1. (See calendar for medium/delivery method (Black Board Discussion Forum or WebEx) used on all other dates during the semester.) For WebEx access please log on to: tamucc.webex.com and find the name of class meeting: Management of Educational Programs and Special Units (Spring 2019); the name of your professor, Dessynie Edwards, will appear next to the title. Students should log on by clicking on the “Join” button five minutes before 7:00 PM to ensure your technology is working properly.

With the exception of the (7) seven in-class/face-to-face meetings, this course will be delivered primarily online via WebEx and or Black Board Tools. The course will include face-to-face discussions, student-led dynamics/presentations, discussion forums, and assignments to stimulate critical thinking and share real world experiences, analyses, and course assessments.
INSTRUCTIONAL METHODS AND ACTIVITIES

There will be readings due prior to every class meeting and there will be discussions of the readings during class. Class discussions will focus on administrative practices concerned with special programs and support units for a public school where all students perform at high levels of achievement. Finally, when possible, guest speakers, administrators and/or teachers in schools and district departments, who have been successful in creating environments where all students succeed.

MAJOR COURSE REQUIREMENTS
(EVALUATION CRITERIA)

In order to successfully earn credit for the course, students are required to successfully complete the following:

- Participation and Engagement…………………………………. 25 points
- Special Units Field Project [Part 1 & Part 2] ……………………. 40 points
- Special Populations Research Project & Presentation……………. 35 points

| Maximum Total Points | 100 |

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

Rubrics: See rubrics for each assignment in the appendix.

Incompletes: Incompletes will not be given for this course.

Participation and Engagement (25 points):

Each class period students should bring all readings. In addition, students are required to bring notes of talking points on the daily readings. These talking points should include: 2-3 questions based on the readings to provoke conversation, (these questions may be related to a particular article/chapter, but also try to create questions that cut across articles or readings touching on overall themes). Also, make sure to either record or highlight the most significant sentence(s)/idea(s) from the readings that you connected to or disturbed your thinking for reference during discussions. These talking points and questions are to help stimulate your reflection about the readings and will not be turned in. However, students will actively lead and facilitate conversations and may be called on to share a question, thought, comment, etc. Credit for readings will be earned only when readings are completed before class and the student participates meaningfully in class discussions. Each student is expected to actively contribute to each class discussion by making connections to the assigned text/supplementary readings (i.e., theories and concepts) and to their own work experiences.
Although most class assignments are independently completed, you will be **required to participate in the Peer Review Process** for some assignments. The Peer Review Process is a reciprocal teaching and learning opportunity that allows you to provide and receive feedback which aligns and adheres to the assignment expectations, guidelines and requirements. In addition to Peer Reviews, you are highly encouraged to form networks early in your professional career. The academic arena and graduate courses are conducive environments to cultivate these professional networks. Students will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to **listen openly to different views and respectfully engage when disturbed or disagree**. The instructor will note each student’s participation in class discussions. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. Each student will also provide a **Self-Assessment** of performance in this area using the Participation and Engagement Rubric. *(See the Appendix for the Participation and Engagement Rubric)*

**Special Units Field Project (40 points)**

Students are required to complete a field project. There are two parts to this project.

**Part 1:** Compile an Auxiliary Services Notebook based on your school district. The information in this evaluation notebook is meant to be useful to you in the future. Each service area should include information as follows:

- Why is the service important to student learning? This information should be no more than two or three sentences.

- Legal information: Note the laws that govern this service, if any.

- Evaluation Criteria/Metric: Identify at least 3 (or more) criteria/metric you believe a principal should use in identifying excellent service in this area.

- Support: State specific actions a principal should take or attitudes a principal should have in order to effectively support this service area.

- Contact Information: Whom in your district would you contact if you had a problem with this service as a campus principal? Give the title, the individual’s name, and the telephone number and email, if applicable.

- Bibliography: Identify any publications specific to this service that you believe would be helpful if you wished to learn more about this area in the future.

- Notes: You may or may not include special notes containing points you want to remember.
• **1-2 pages** should be adequate for each service area.

**Part 2: Equity Reviews and Audits***

Due to confidentiality, you are required to exercise professionalism, confidentiality and discretion as you complete this project.

Visit with a program or service director or coordinator to discuss one (1) of the **listed special units or programs** and the issues involved supporting schools through these services. Write a two/2-page report on your findings. The name of the individual and district affiliation will remain confidential in the report and this information is not to be included when sharing your findings in a class discussion forum. (MS Word Document only, entire paper double-spaced and Times Roman 12-point font).

**Special Populations Research Project (20 points)**

There is a natural tendency to focus on how to ignore or defend data, instead of how to use and succeed with data. By gaining background information through lessons and class activities, students will be given the opportunity to choose an area of **research interest relating to the administration of a special population programs**. In this assignment, students will obtain **specific special population data on a specific school district** (of your choosing, but not the district where you work). Each student/group must choose a different district.

The research project assignment requires students to identify a topic that provides an **analysis of an issue relevant to special populations** in the present and within its historical context. Students will **identify and write research questions** to give context related to the area of interest. Additionally, students will **develop descriptions of the data** using the following **Guiding Questions**: 1.) What issues are important in this context? 2.) What do people debate or contest about the issues? 3.) How this data representative of a particular culture, demographic group or geographical area? 4.) What resolutions or solutions would you recommend for the issues identified? 5.) How would you facilitate change? (Outline a specific **Action Plan** for change)

Each student will write a (2-3) page summary of research work to include: 1.) **Methodological Process** used to obtain, collect and locate the data. II.) **Research Guiding Questions** with clearly articulated responses in APA format and III.) **Data Analysis Discussion** to detail the merits of conducting the data analysis for the selected special population. Please include the three subtitles in the paper to designate each section. Additionally, include a separate **Cover Page** and an APA formatted **Reference Page**. (MS Word Document only, entire paper double-spaced and Times Roman 12-point font).
Special Populations Research Project Presentation (15 points)

Construct a presentation using a creative format (i.e. PowerPoint, Adobe Presenter, Photo story, Prezi, Video Scribe or any other presentation software) to present the research project and convey the significant elements and conclusions of your research.

The presentation will be a maximum of twenty (20) minutes, including time (1-2 minutes) for questions and answers. A one-page hand-out with an outline and graphics must be provided. Students are expected to use creative and engaging presentation formats, inclusive of a minimum of three (3) and a maximum of ten (10) slides/frames. Students must be familiar with the presentation and prepare talking points for the presentation; as such, reading slides/frames is not permitted and points will be deducted. These detailed guidelines and components will be used to determine points earned for grading.

TEXTBOOK(S)

Required:


Recommended/Supplemental Reading and Resources Bibliography:


*Every Student Succeeds Act*


Texas Higher Education Coordinating Board. (2009). *Texas college and career readiness*


PROFESSIONAL STANDARDS FOR EDUCATIONAL

This course covers the following Professional Standards for Educational Leaders 2015 (formerly ISLCC Standards). Effective Educational Leaders:

- **Standard 3 – Equity and Cultural Responsiveness**: Strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
- **Standard 5 – Community of Care and Support for Students**: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- **Standard 8 – Meaningful Engagement of Families and Community**: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
- **Standard 9 – Operations**: Manage school operations and resources to promote each student’s academic success and well-being.
- **Standard 10 – School Improvement**: Act as agents of continuous improvement to promote each student’s academic success and well-being.

This course also covers the following Standards and Competencies for the State Board of Educator Certification Texas Examinations of Educator Standards (SBEC/TExES) Framework for Principal Certification

- **STANDARD 1- SCHOOL CULTURE**—The principal:
  - Competency 4- Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
  - Competency 5- Establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision.
- Competency 8 - Uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff.
- Competency 9 - Develops and uses effective conflict management and consensus building skills.

**STANDARD II - LEADING LEARNING**—The principal:
- Competency 1 - Creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- Competency 5 - Facilitates campus participation in collaborative school district planning, implementation, monitoring, appropriate and curriculum revision to ensure, appropriate scope, sequence, content and alignment.

**STANDARD V - STRATEGIC OPERATIONS**—The principal:
- Competency 1 - Assesses current campus needs, reviewing a wide set of evidence to determine the campus’s priorities, and sets ambitious and measurable goals, targets, and strategies that form the campus’s strategic plan.
- Competency 2 - Outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.
- Competency 4 - Establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness.

**STANDARD VI - ETHICS, EQUITY, AND DIVERSITY**—The principal:
- Competency 1 - Implements policies and procedures that encourage all campus personnel to comply with Chapter 247 & (the Educators’ Code of Ethics).
- Competency 2 - Models and promotes the continuous and appropriate development of all learners in the campus community.
- Competency 6 - Promotes awareness and appreciation of diversity throughout the campus community.
- Competency 9 - Communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences.
- Competency 10 - Treats all members of the community with respect and develops strong, positive relationships with them.

**COURSE EXPECTATIONS**

Engagement and participation are requisite components of the course and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask
questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence **thoughtful reflection on assigned readings** and **advance the learning of the whole group** in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Also, issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality, discretion and integrity are first and foremost.

**Group work**- Some of the assignments of this course lend themselves to work with an assigned group of students who have similar and/or research interests in mind. Therefore, if you do decide work in a group on some assignments, it is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day’s class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.

**POLICIES**

Course evaluations during the **Spring 2019** semester will be conducted at the end of the term. **Completion of this instrument is encouraged** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

**Attendance and tardiness**- Furthermore, students are expected to attend class having completed assigned readings and activities and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. **Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities.** Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and **two (2) or more absences across the semester may warrant a failing grade for the course.** Note: 1 absence = no penalty • 2 absences = Minus one letter grade off final grade • 3 absences = Minus two letter grades off final grade • 4 absences = Fail (missing the last day of the semester will count for two absences).

It is the student’s responsibility to inform the professor of absences via TAMUCC email. Additionally, a student is responsible to catch up on missed class content via Blackboard and/or obtain class handouts from another student or download from Blackboard.

**Illness/Emergencies/Unforeseeable Absences:** If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP.
Late work and Make-up Work/Assignments. All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

Cell Phone/Electronic Devise Use: Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out, please inform me before class.

Academic Integrity/Plagiarism. Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Self-plagiarism is the presentation, resubmission or repurposing of work/assignments submitted and graded in other courses; without acknowledgement of the author’s original work and prior submission details. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an” F” in the course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

Statement of Authorship. The following statement must be completed and submitted on the bottom portion of the required Cover Page for ALL written course assignments submitted for grading.

Statement of Authorship

“I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.”

______________________________
Student’s Signature & Date

______________________________
Peer Reviewer’s Signature & Review Date

Dropping a Class. I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in our
being dropped from the class. **(March 20, 2019)** is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations.** APA formatting is required for all citations and references. A separate APA formatted **Cover Page** and **Reference Page(s)** are to be included on all written assignments. (MS Word Document only, entire paper double-spaced and Times Roman 12-point font). Only peer-reviewed scholarly references are permitted and references must not exceed ten years, unless foundational scholarship is used.

**The CASA Writing Center:** The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource. [http://casa.tamucc.edu/wc_services.php](http://casa.tamucc.edu/wc_services.php)

**Technology-- Blackboard and Email:** All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

**Assignment Format:** All assignments are to be submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers should be double-spaced in 12-point font (Times New Roman, preferred) with 1” margins. All sentences and paragraphs should be divided by a double space. A cover page is required. **Electronic documents/files are labeled with the student’s name, for example:** Edwards-Research 1.doc

**Grade Appeals.** *As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.*
**Classroom/professional behavior.** Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility.** Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Disabilities Accommodations.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity.** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Communication:** Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the professor/instructor on a weekly basis.
COURSE OVERVIEW AND CALENDAR
(Tentative-Professor reserves the right to modify the calendar)

Week 1*
1/16
Introductions/Syllabus Review
Title Programs and the Elementary and Secondary Education Act
Required Readings:
Beyer & Johnson (2014) Chapter 1
Horsford (2011) Chapter 1
Highlights and History of Education-Progressive Era to Present

Week 2
1/23
Discussion Board:
Curriculum, Assessment, Accountability, and Quality
Required Readings:
Beyer & Johnson (2014) Chapter 2

Federal Accountability Change: NCLB to ESSA (Handouts)


Week 3*
1/30
Special Education Services in Schools
Required Readings:
Beyer & Johnson (2014) Chapter 3
Horsford (2011) Chapter 2


Week 4
2/6
Discussion Board:
Program for Students with Gifts and Talents
Required Reading: Beyer & Johnson (2014) Chapter 4
**Week 5**  
2/13  
Independent Reading and Discussion Preparation  
Horsford (2011) Chapter 3


**Week 6*  
2/20  
**English Language Learners and Bilingual Education**

Required Readings:  
Beyer & Johnson (2014) Chapter 5  
Horsford (2011) Chapter 4

Collier, P. & Thomas (2009) Educating English Learners for a Transformed World  
Blanton, C. The Strange Career of Bilingual Education in Texas, 1836-1981

**Special Populations Research Project Draft (Due)**

**Week 7  
2/27  
Planning--Special Units Field Project- Part 1: Auxiliary Services Notebook  
**Special Populations Research Project- Peer Review Exchange by 8:00 p.m.**

**Week 8  
3/6  
Special Units Field Project – Part 2: Expect Connections (Independent Work Day)  
**Special Populations Research Project- Peer Review Return by 10:00 p.m.**

3/11-15  
**SPRING BREAK**
<table>
<thead>
<tr>
<th>Week</th>
<th>Alternative Educational Opportunities and Applied Educational Programs</th>
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| 9*   | Required Readings:  
Beyer & Johnson (2014) Chapters 6 & 7  
Horsford (2011) Chapter 5  
Special Units Field Project: Part 1-Auxiliary Services Notebooks (Due) |
| 10   | Required Readings:  
Beyer & Johnson (2014) Chapter 9  
Horsford (2011) Chapter 6  
Week 11*  
11* | Prevention Programs and Student Support Programs  
4/10 | Required Readings:  
Beyer & Johnson (2014) Chapters 9 & 10  
Horsford (2011) Chapters 6 & 7  |
| 12   | Special Units Field Project: Part 2-Auxiliary Services Notebooks Prep |
| 13   | Special Units Field Project: Part 2-Auxiliary Services Notebooks |
| 14*  | Special Populations Research Project (Group 1) Presentations and Projects Due  
5/1 | Auxiliary Services Notebook Notebooks Due  
Present/discuss Auxiliary Notebook in groups |
## Appendix A: Class Participation & Engagement Rubric (25 points)

<table>
<thead>
<tr>
<th>Quality of Comments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student’s remarks, provokes questions and comments from the group</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
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<tr>
<th>Resource/Document Reference</th>
<th>5</th>
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<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
<td>Has done the reading; lacks thoroughness of understanding or insight</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
<td>Unable to refer to text for evidence or support of remarks</td>
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<tr>
<th>Active Listening</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<tr>
<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others</td>
<td>Listens to others some of the time, does not stay focused on other’s comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
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<tr>
<th>Peer Review Process</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Provides comprehensive and thorough review of peer’s assignment based on the guidelines and requirements. Feedback is specific, aligned with requirements, and provides accurate comments and questions.</td>
<td>Provides thorough review of peer’s assignment based on the guidelines and requirements. Feedback is mostly specific, aligned with requirements, and provides comments and questions.</td>
<td>Provides thorough review of peer’s assignment based on the guidelines and requirements. Feedback is minimally specific and minimally aligned with requirements, and provides some comments and questions.</td>
<td>Provides review of peer’s assignment based on one or two guidelines and requirements. Feedback lacks specificity and is misaligned with requirements, and provides vague comments and/or questions.</td>
<td>Provides review of peer’s assignment based on one or two guidelines and requirements. Feedback is specific, aligned with requirements, and provides accurate comments and questions.</td>
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</tbody>
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<th>Recipient</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences peer review process is specifically used for improvement or enhancement of final assignment.</td>
<td>Evidences peer review process is mostly used for improvement or enhancement of final assignment.</td>
<td>Some evidence of peer review process used for improvement or enhancement of final assignment.</td>
<td>Minimal evidence of peer review process used for improvement or enhancement of final assignment.</td>
<td>Lacks evidence of peer review process used for improvement or enhancement of final assignment.</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance Note:** While Attendance is part of this grade, please reference information on the implications of attendance on final grades in the course expectation section of this syllabus.