Course/Learning Goal: This course will examine education functioning from a political system's perspective, internal and external political forces influencing organizational effectiveness, shaping of educational policy, and functional means of attaining and utilizing political power. This course will challenge students to problematize, deconstruct, synthesize, and analyze various aspects of political system perspectives and how it impacts education.

Rationale: This course offers a critical investigation of education, both K-12 and postsecondary, in regard to how it continues to face unprecedented criticism—attacks—from stakeholders like never before in history. What is wrong with education that it is the recipient of such contempt? I would argue the issue has little to do with education as education and more to do with education as a political pawn. Spring summarized it aptly: “Of course, state and local politicians, educational administrators, teachers’ unions, special interest groups, parents, and the general citizenry (have) their own interests in educational policy” (p. 1). Educational outcomes, then, are not necessarily a matter of teaching and learning, but who controls the education political agenda. As such, this course critically examines control and political agendas as it pertains to education.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. CPED Principles:

**Principle 1:** Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

**Principle 2:** Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

**Principle 4:** Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

**Principle 6:** Emphasizes the generation, transformation, and use of professional knowledge and practice.
VI. Course Objectives/Learning Objectives

1. Construct a significant education political position as a result of examining key political conflicts.
2. Identify key issues critical to the formulation of a dominant K-12 or higher education political position.
3. Identify how political factions vie for control over various educational contributions to society.
4. Differentiate the impact of various political decisions on the success of education.
5. Interpret how scholarly literature relates to the political landscape and to the politics of higher education.

VII. Course Topics

1. The Politics of Knowledge
2. Various Stakeholders’ Conceptualization of Schools
3. Local to the Global in School Governance
4. Civil Society and Schooling
5. Politicians and Educational Ideologies
6. The Education Business
7. School Finance and the Economics of Education

VIII. On-Line Course

This course is completely online. As a student, YOU will be responsible to be actively engaged via discussion boards and other course deliverables throughout the entire five week course, as well as read ALL assigned course material. We will NOT meet via WebEx. As the instructor, I will do due diligence and provide timely and extensive feedback to various course deliverables, as well as respond to emails in a timely manner. I am completely accessible via online; do not hesitate to contact me if you have any questions or are in need of clarification of any course material and/or deliverables.

Adobe Spark

We will be utilizing Adobe Spark for a course component this semester. Adobe Spark allows you to upload and create sites with images, pictures, text, and audio. Please take the time to learn how to use Adobe Spark via their site (https://spark.adobe.com/home/). YouTube is also a great resource for tutorials on how to use Adobe Spark; search “how to use Adobe Spark” for a variety of videos that are both informational and helpful.

Text/Resources:


Course Format

Given the scope of topics to be covered, this course will rely heavily on extensive reading as well as instructor facilitated discussion posts, as well as student-engaged virtual discussions. This is a discussion-based course, which provides deeply engaging learning experiences, particularly when outcomes are complex, and require application and synthesis. Discussion-based learning enables student involvement through instructor-directed questions and student participation. This requires that students contribute and learn from each other in an environment that is directed by prepared instructors. Specifically, critical dialogue will require students to engage in analytical discussions that synthesize course readings with current events as it relates to the scope of the course.

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are six different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion Post (2@10pts)</td>
<td>20</td>
</tr>
<tr>
<td>2. Adobe Spark Chapter Presentation</td>
<td>20</td>
</tr>
<tr>
<td>3. Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>4. Team Case Study Research Paper</td>
<td>80</td>
</tr>
<tr>
<td>5. Team Member Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>6. Self-Assessment Evaluation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
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</tbody>
</table>

**NOTE:** You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. Any assignment submitted after 24 hours from the initial due date will result in YOUR COMPLETE FORFEIT of ALL points for that respective assignment. Extenuating circumstances will be evaluated on an individual basis.

GRADES

Final grades will be assigned as follows:

For a grade of:

“A” At least 153 total points
“B” An accumulated point total between 136 and 152
“C” An accumulated point total between 119 and 135
“D” An accumulated point total between 102 and 118
“F” Any point total 101 and below
COURSE ASSIGNMENTS/REQUIREMENTS

1. **DISCUSSION POSTS**
   - **20 points**
   
   This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings AND respond to a classmate’s response by noon on June 12 for Discussion Post #1 and June 26 for Discussion Post #2 via the Discussion Forum tab on Blackboard. **Discussion posts should be a minimal of 300 words for each response (both initial response to instructor question AND response to classmate).** Failure to post before the assigned deadline results in the automatic forfeit of ALL points for that week. I encourage you to be thoughtful in your responses so as to illustrate your comprehension and connection to weekly course readings at a critical level; the ONLY limitation is that you may not use direct quotes from the course readings. Weekly discussion posts are set to begin Week 2. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix B) for further details regarding this course activity. **Discussion posts for the semester are worth (2@10 pts) 20 points.**

2. **ADOBE SPARK CHAPTER PRESENTATION**
   - **20 points**
   
   This course component requires you to utilize Adobe Spark to convey the most salient aspects of the assigned course reading. Include questions and multimedia so as to engage consumers of your presentation. You will each be randomly assigned chapters to report out throughout the course. You will present the concepts that you deem the most important from your assigned chapters. This is not to suggest that you must report EVERY concept; rather, you must determine which concepts you deem to be important for your peers to know. Regardless of assigned chapter to report, you must read ALL assigned chapters for the week as a professional courtesy to your colleagues; as a way to maximize your own learning; and, as a way to incorporate concepts in the final paper for this course. Once links are submitted, I will post presentations in the respective weekly Unit tab on BlackBoard. Remember to include your name at the beginning of your Adobe Spark, as well as the respective chapter you will examine.

   **Technical Requirements:** Utilize Adobe Spark to report out assigned chapters. You must NOT include any information verbatim from the text. Be creative by using images, videos, etc as well as provide thought provoking questions to illustrate your chapter. You must upload the generated link from Adobe Spark to BlackBoard on the appropriate Weekly Unit tab’s assigned due date. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix C) for further details regarding this course activity. **Adobe Spark chapter presentation is worth 20 points.**

3. **MIDTERM EXAM**
   - **30 points**
   
   This course deliverable will be utilized to gauge your level of synthesis of various course materials to an applicable context. This means that you are responsible for reading ALL course material, regardless if you must complete an AdobeSpark or not. **The midterm exam will be inclusive of Spring (2011), chapters 1-7 and Hersh & Merrow (Eds.) (2005), chapters 1-8.**

   Exact format is yet to be determined but the exam and evaluation form will be posted on BlackBoard by June 15 at noon. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix D) for further details regarding this course activity.
4. **TEAM CASE STUDY RESEARCH PAPER**

This course component requires you to choose a current event (2014-current) within the context of higher or secondary education in which you can offer an in-depth and critical analyses as it relates to ONE of the following topics:

- Analyzes the role of media and politicians in shaping public discussions about education
- Emphasizes the relationship between political parties' agendas and the political structure of American schooling
- Focuses on the political uses of schools
- Demonstrates the influence of business, the educational industry, teacher unions, ideological and religious interest groups and foundations, professional education organizations, and colleges and departments of education on the politics of education
- Examines the influence of global organizations on American school policies

More specifically, the current event of your choosing **MUST** lend itself to extensive research via peer-reviewed journals as a means to build your analyses beyond the scope of the issue itself. The **ONLY** requirement is that the current event that will be analyzed via the politics of education lens **MUST** fall within the realm of a social justice issue. Below are the criteria expected to be found within this course component:

**Introduction/Conclusion:** Both the introduction and conclusion must be seamlessly, effectively, and succinctly written to give an overview of the current event you will discuss in the paper. The introduction should include an explicit roadmap that details the outline of the paper. The roadmap, in other words, will effectively guide the anticipation of what I am to read in your paper. This roadmap should be followed and, if done so correctly, will help to frame and to organize your paper.

**Case Study:** Within these sections, you must provide an ample discussion of the current event you have chosen to examine. You should explicitly address the following queries: *What are the decision issues presented in the case? What facts are essential for understanding and dealing with the issues? What additional information is needed to address the issues identified? Who are the principal decision makers and what roles do they play? What course of action was taken?* **Note:** The sources utilized to explain the case study do NOT have to be peer-reviewed as such current events can be found on *The Chronicle of Higher Education, InsideHigherEducation.com* etc.

**Course Concepts/Current Literature:** This section should explicitly make explicit connections to numerous course concepts discussed in class, as well as literature researched independently via peer-reviewed journal articles. These sections give your team an opportunity to amplify and evidence comprehension (at a critical level) of what was discussed throughout the semester, as well as additional resources that were not a part of the required readings. **Note:** This section should comprise a majority of the paper, must utilize in-text citations, and must be written from a third-person stance.

**Social Justice:** This section requires you to make an explicit connection between the current event you chose AND literature that illuminates the case as a social justice issue. Provide ample evidence to support your rationale.
Deconstruct & Problematize: This section requires you to deconstruct and problematize the weaknesses in concepts discussed in the previous sections. What is lacking from the discussed concepts and literature? Explain your rationale with evidence to illustrate your synthesis of course material.

Recommendations: This section requires you to offer three short-term AND three long-term recommendations on how to improve the political aspect of your chosen topic as discussed within the context of your paper. Be explicit on the recommendations AND offer rationales to support your conceptualizations. *Recommendations should be premised on your synthesis rather than research and should be practical in nature.

Paper Requirements: Your team must provide a 20-25 page (double-spaced) research paper (including references and appendices, if needed) with a minimal of 20 outside peer-reviewed references. You may NOT use direct or blocked quotes throughout the paper; rather, your team must paraphrase all in-text citations. Papers are expected to be succinctly written with no more than three grammatical mistakes and free of APA errors. There should be no evidence of first-person writing.

Team case study research paper must be submitted via BlackBoard under the Content Folder for the respective week prior by noon on designated due date. NO EXCEPTIONS. Case study research papers emailed after noon will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your team’s automatic forfeit of ALL points. Note: Each team member must submit their team's paper. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix E) for further details regarding this course activity. Case study research paper is worth 80 points.

5. TEAM MEMBER EVALUATION 10 points

An integral aspect of this course, given the five-week format, and in life is to be able to work effectively as a team. As such, it is expected that team members will work together to equitably produce quality, doctoral work. This suggests that you will need to schedule times to meet and to complete research paper. This evaluation gives each member an opportunity to evaluate the performance of one another. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix F) for further details regarding this course activity. Team member evaluation is worth 10 points.

OTHER

Academic Integrity Policy

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the
student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade and may result in other more serious sanctions by the College of Education.

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 your being dropped from the class. June 21st is the last day to drop a class with an automatic grade of “W” this term.

Office of Disability Services

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University’s educational programs. 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. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.

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

Diversity Statement

The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

End of Semester Negotiations

Without a doubt, I maintain high expectations for all my students in my courses. I will support you in every way possible during the semester to ensure that you perform well in the class, if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will NOT entertain any end of semester negotiations about your grades. As such, there is no extra credit offered under any circumstance. Your grade in the course is a direct reflection of your engagement in your own learning process throughout the entire semester.
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. 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.

Mental Wellness

Without a doubt, the life of a graduate student is often filled with much strife when it comes to achieving balance with the multifaceted aspects of our respective lives. At times, one might feel overwhelmed, anxious, isolated, and/or lost. The aforementioned are common but please let me stress the importance of self-care for our respective mental wellness. There are many services on campus that can aid with such feelings, and I have an open door policy as well if there are any issues you wish to discuss so that I can advise you to seek appropriate help on campus. At the end of the day, the most important aspect of graduate school life is to proactively practice self-care as preservation for our respective mental wellness.

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.
**APPENDIX A**

**TENTATIVE CALENDAR**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| June 3-7/Week 1 | Introduction and Course Overview/Expectations  
|              | Spring-Chapters 1,2,3  
|              | Hersh & Merrow-Chapters 1&2  
|              | June 3-WebEx Meeting at 7:00pm to Review Syllabus/Team Assignments  
|              | [DUE June 5: Jigsaw Chapter Presentations] |
| June 10-14/Week 2 | Spring-Chapters 4 & 5  
|              | Hersh & Merrow-Chapters 3,4,5  
|              | [DUE June 12: Discussion Post #1]  
|              | [DUE June 12: Jigsaw Chapter Presentations] |
| June 17-21/Week 3 | Spring-Chapters 6 & 7  
|              | Hersh & Merrow-Chapters 6,7,8  
|              | June 18-Last day to submit draft of team case study for feedback  
|              | [DUE June 19: Jigsaw Chapter Presentations]  
|              | [DUE June 18: Midterm Exam] |
| June 24-28/Week 4 | Spring-Chapters 8 & 9  
|              | Hersh & Merrow-Chapters 9,10,11  
|              | [DUE June 26: Jigsaw Chapter Presentations]  
|              | [DUE June 26: Discussion Post #2] |
| July 1-5/Week 5  | Hersh & Merrow-Chapters 12,13,14,15  
|              | [DUE July 3: Jigsaw Chapter Presentations]  
|              | [DUE July 2: Team Case Study]  
|              | [DUE July 2: Team Member Evaluation] |

**NOTE:** All assignments are electronically via BlackBoard due no later than NOON on designated due date
APPENDIX B
WEEKLY DISCUSSION POST EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKLY POSTING (10 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td>RESPONSE #1 (To Instructor)</td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS TO ANSWER QUERY POSED BY PROFESSOR?</td>
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<tr>
<td>RESPONSE #2 (To Colleague)</td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT EVIDENCES SYNTHESIS OF COLLEAGUE’S RESPONSE?</td>
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TOTAL POINTS/GRADE: RESPONSE #1 _____ + RESPONSE #2 _____ = ____________ TOTAL POINTS
COMMENTS/SUGGESTIONS:
# APPENDIX C
## ADOBE SPARK JIGSAW EVALUATION FORM

PRESENTER (S) ________________________________

**RATING DEFINITIONS**
- EXCELLENT - SURPASSED EXPECTATIONS
- GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
- FAIR - MARGINALLY ACCEPTABLE
- INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td><strong>ADOBE SPARK PRESENTATION (20 TOTAL POSSIBLE POINTS)</strong></td>
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<tr>
<td>1. EFFECTIVELY, CREATIVELY, AND BRIEFLY PRESENT VARIOUS CONCEPTS OF ASSIGNED CHAPTER?</td>
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<tr>
<td>2. OPPORTUNITIES TO ENGAGE AUDIENCE MEMBERS VIA QUESTIONS AND USE OF MULTIMEDIA?</td>
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<tr>
<td>3. ADOBE SPARK IS SUCCINCTLY WRITTEN, AND AESTHETICALLY PLEASING?</td>
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<tr>
<td>4. ADOBE SPARK IS FREE OF GRAMMATICAL AND APA ERRORS?</td>
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</tbody>
</table>

**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
APPENDIX D
MIDTERM EXAM EVALUATION FORM-TBD
APPENDIX E
TEAM CASE STUDY RESEARCH PAPER EVALUATION FORM

PRESENTERS

RATING DEFINITIONS
EXEMPLARY - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>CASE STUDY RESEARCH PAPER (80 POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 7.0 POINTS</th>
<th>FAIR 4.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>1. PROVIDE AN EFFECTIVE AND CONCISE INTRODUCTION AND CONCLUSION?</td>
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<tr>
<td>2. OFFER AN IN-DEPTH UNDERSTANDING OF CURRENT EVENT?</td>
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<tr>
<td>3. OFFER A SYNTHESIS OF THE COURSE CONCEPTS AND LITERATURE?</td>
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<td>4. IDENTIFY AND EXPLICITLY RATIONALIZE HOW CURRENT EVENT EVIDENCES SOCIAL JUSTICE?</td>
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<tr>
<td>5. EFFECTIVELY SYNTHESIS A RESEARCH-BASED ARGUMENT THAT DECONSTRUCTS AND PROBLEMATIZES COURSE CONCEPTS UTILIZED AND LITERATURE AS IT RELATES TO CURRENT EVENT?</td>
<td></td>
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<tr>
<td>6. OFFER THREE PRACTICAL SHORT-TERM AND THREE PRACTICAL LONG-TERM RECOMMENDATIONS ON HOW TO IMPROVE POLITICAL ASPECT OF CURRENT EVENT DISCUSSED?</td>
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<tr>
<td>7. CONTAINS LESS THAN THREE GRAMMATICAL ERRORS AND FREE OF APA ERRORS?</td>
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<td>8. OVERALL, COMPONENTS WERE CONCISELY AND CLEARLY SYNTHESIZED SEAMLESSLY WITH RESEARCH?</td>
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TOTAL POINTS/ GRADE: 
COMMENTS/SUGGESTIONS:
Team Member Evaluated: _________________
Evaluator: _________________

TOTAL POINTS: ______

<table>
<thead>
<tr>
<th>Team Member Evaluation (10 Possible Points)</th>
<th>Strongly Agree (2 pts)</th>
<th>Agree (1.5 pts)</th>
<th>Neutral (1 pts)</th>
<th>Disagree (0 pts)</th>
<th>Strongly Disagree (0 pt)</th>
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</thead>
<tbody>
<tr>
<td>1. Attends all group meetings.</td>
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<td>2. Comes to group meetings prepared with relevant information.</td>
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<td>3. Assumes expected share of responsibility.</td>
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<td>4. Contributes equitably to the written requirements of the assignment.</td>
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<td>5. Listens to and respects the ideas of others.</td>
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<tr>
<td>Comments:</td>
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