Materials linked from the February 20, 2012 Curriculum Council agenda.

TCE 581-400 Cross-Cultural Counseling  
Fall Quarter 2012  
Counseling Academic Unit  
Department of Teacher and Counselor Education  
Oregon State University ● College of Education

*nota bene:* This syllabus was created using the CAU’s master syllabus file and thus possesses the same content, student learning outcomes, and contact hours as on-campus sections. The content and student learning outcomes have CACREP, NCATE, and TSPC approval. The only pedagogical difference with this syllabus is the addition of a synchronous web instruction component.

Instructor: Jordan Shinn, NCC (MS in Counseling, PhD in Political Science)  
*phone:* 541-684-9477  
*email:* Jordan@cpandc.com

Schedule: Hybrid Format—9 asynchronous hours via Blackboard, 5 synchronous hours via Adobe Connect & 16 hours in-class at Chemeketa CC-Chemeketa Center for Business and Industry in Salem [http://www.chemeketa.edu/busprofession/ccbi/](http://www.chemeketa.edu/busprofession/ccbi/)

<table>
<thead>
<tr>
<th>In Class Day</th>
<th>In Class Dates</th>
<th>Class Time</th>
<th>In Class Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>1/25/14 &amp; 3/1/14</td>
<td>0800-1700</td>
<td>CCBI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synchronous Web Session Day</th>
<th>Synchronous Web Session Dates</th>
<th>Class Time</th>
<th>In Class Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>Bi-Weekly</td>
<td>1800-1900 or 1900-2000 or 2000-2100</td>
<td><a href="http://www.adobeconnect.com/shinn">www.adobeconnect.com/shinn</a></td>
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Credits: 3.

Direct Contact Hour Distribution:

<table>
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<th>Delivery Modality</th>
<th>Weekly Multiplier</th>
<th>Total</th>
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<tbody>
<tr>
<td>In Class: CCC-CCBI</td>
<td>2 days * 8 hours</td>
<td>16</td>
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<tr>
<td>Synchronous Web via Adobe Connect <a href="http://www.adobeconnect.com/shinn">www.adobeconnect.com/shinn</a></td>
<td>5 weeks * 1 hour</td>
<td>5</td>
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<tr>
<td>Asynchronous Web via Blackboard</td>
<td>10 Weeks *.9</td>
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<tr>
<td><strong>Total Direct Contact Hours</strong></td>
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<td><strong>30</strong></td>
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</table>

-TCE 581 Page 1-
Course Description:

Cognitive and experimental study of social and psychological variables influencing the cross-cultural counseling relationship. Social and psychological experiences of selected subcultures. Relevant assessment instruments and current literature, methods and outcome studies. Enrollment limited to Counseling program students and those with instructor consent. This course addresses all client ages and settings.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

II.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
II.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
II.G.2.c. Theories of multicultural counseling, identity development, and social justice;
II.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
CMHC.E.1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
CMHC.E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.
CMHC.F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
SC.E.1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
SC.E.2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
SC.E.4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
SC.F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

Relation of Course Learning Objectives to CACREP Standards:

<table>
<thead>
<tr>
<th></th>
<th>581.1</th>
<th>581.2</th>
<th>581.3</th>
<th>581.4</th>
<th>581.5</th>
<th>581.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.G.2.a</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>II.G.2.b</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>II.G.2.c</td>
<td>X</td>
<td></td>
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<td></td>
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<td>X</td>
</tr>
<tr>
<td>II.G.2.d</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CMHC.E.1</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

-TCE 581 Page 2-
| CMHC.E.2 | X | X | X | X |
| CMHC.F.3 | | | | X |
| SC.E.1 | X | X | X | X |
| SC.E.2 | X | X | X | |
| SC.E.4 | X | X | X | |
| SC.F.1 | | | | |

**Link to Conceptual Framework, Knowledge Base, and National and State Accreditation:**

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the Web site: http://oregonstate.edu/education/accreditation/

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning.

NCATE Unit Standards: http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

**The Oregon TSPC Standards embedded in this course include the following:**

- Standard 2: Establish a classroom climate conducive to learning.
- Standard 5: Exhibits professional behaviors, ethics, and values.

**University, College, and Program Mission Objectives:**

**University:** Oregon State University aspires to stimulate a lasting attitude of inquiry (U.1), openness (U.2) and social responsibility (U.3). To meet these aspirations, we are committed to providing excellent academic programs (U.4), educational experiences and creative scholarship (U.5).

**College:** The mission of the new School of Education is to prepare, inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning (C.1) in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit (C.2) in teaching, research, service, and knowledge dissemination (C.3), we are committed to the values of diversity (C.4) and social justice (C.5) in a global society.

**Department:** None.

**Program Area:** The mission of the Oregon State University graduate program in Counseling is to prepare professional leaders who promote the social, psychological and physical well-being (P.1) of
individuals, families, communities and organizations. We believe that such professional leaders stand for social, economic and political justice (P.2) and therefore must be prepared to be proactive educators, change agents and advocates (P.3) in the face of injustice. Professional leaders are sensitive to life span developmental issues (P.4), demonstrate multicultural awareness (P.5), and recognize a global perspective (P.6) as integral to the preparation of professional leaders.

**Learning Objectives:**

At the end of the course students will be able to:

581.1. Demonstrate an understanding of the individual cultural identify development.

581.2. Explore and better understand one’s own identity and how it impacts practice.

581.3. Demonstrate an understanding of the role and relationships of the individual development verses group cultural identity.

581.4. Understand the role of culture, diversity and identity in the counseling field.

581.5. Develop understanding of cultural trends other than the students’ own.

581.6. Demonstrate an understanding of key ethical and legal issues.

**Learning Objectives by Assignment Matrix:**

<table>
<thead>
<tr>
<th></th>
<th>581.1</th>
<th>581.2</th>
<th>581.3</th>
<th>581.4</th>
<th>581.5</th>
<th>581.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Weekly Glossary</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Weekly Response</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Reference List</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Group Presentation</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handbook</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-identity Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Grading:**

Grading Criteria:

- Attendance/Participation 20% See attendance policy.
- Weekly Discussion Board Post 20%
- Group Presentation 30%
- Handbook 15%
- Self-identity Project 15%
**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Total Score</th>
<th>Letter</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>D+</td>
<td>71-73</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>D</td>
<td>68-70</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>D-</td>
<td>65-67</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>F</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

*n.b.*, Grade Requirement: A grade-point average of 3.00 (a "B" average) is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below "C" (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken.

**Course Readings:**

3. Documents posted on Blackboard.

**Student Notices:** See Appendix A.
Course Requirement #1
Attendance and Participation: 20% of final grade

Due to the experiential nature of this class, attendance is mandatory. Absences will be excused only in circumstances of emergency, illness, or extreme need. Students must get approval from the instructor for absences that are not due to emergency or illness. In all cases 1 point per hour missed or 2 points per day missed will be deducted from the student’s overall grade. These points may be earned back through additional assignments approved by the instructor. Students with unexcused absences will not have the opportunity to earn back points for those absences.

Course Requirement #2
Weekly Discussion Board Posts: 20% of final grade

Course Requirement #3
Cultural Awareness Literature Review and Presentation
30% of final grade

Course Requirement #4
Multicultural Competency Handbook, 15%, e-document

Download from Blackboard the summaries and annotated bibliographies posted by all groups, and compile them into a multicultural counseling handbook. Do not just print them out and bind them or just cut-and-paste; synthesize and organize the content, and add any additional material you come across. Consult the textbook to fill in any gaps. The handbook may be organized, formatted, and presented in any form you prefer, as long as it is organized, formatted, and presentable; after all, it is for your use and your use only. Counseling students only: to the beginning of the handbook, add the following statements, no more than one page each, single-spaced:

1. Personal D.R.I.V.E. Statement. E.g., how do you understand the D.R.I.V.E. philosophy? How will it be implemented in your practice as a counselor?
2. Cultural and Diversity Competency Statement. E.g., what are your beliefs about multicultural competency? How do you intend to practice it?
3. Advocacy Position Statement. E.g., what is your understanding of the role of counselors as advocates? What areas of advocacy, if any, are you passionate about?
4. Ethics Statement for Practice. E.g., what are the codes of ethics and laws you follow? Any additional ethical standards you have set for yourself?

Course Requirement #5
Self-identity Project
15% of final grade
This includes the following assignments:
Self-identity Project 10% Due at the beginning of class, week 8.

Objectives of this requirement:
This project is meant to promote self-awareness and to help participants develop meaningful ways of reflecting on one’s own identity.

Appendix A: Student Notices

Statement Regarding Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Confidentiality Notice:
As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Prior to the review of any digital video recording, the student will provide a Consent Form for recording outlining the purpose of the recording and written permission by the client/supervisee. Let your client/supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss clients/supervisees in public places where your conversation could be overheard. Do not discuss your clients/supervisees with persons outside the
class such as spouses, family members, etc. Do not play your video counseling/supervision sessions when audio and visual privacy is not possible. A private earphone is recommended when listening to recordings, even at home where family members might overhear.

**Blackboard:**
This hybrid course will be delivered in part via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, Blackboard and otherwise, see http://ecampus.oregonstate.edu/services/technical-help.htm.

**In-class Portion Attendance Policy:**
Take this course only if you can complete the in-class portion of the course. Absence from an in-class session will result in an “I” grade and that session will need to be made up the next time the course is offered.

**Academic Integrity:**
Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, visit Avoiding Academic Dishonesty, or contact the office of Student Conduct and Mediation at 541-737-3656.

**Conduct in the Online Portion of Class:**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, and inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

**Ground Rules for Online Communication & Participation:**
1. Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.
2. Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).
3. Online Instructor Response Policy: I will respond to course-related questions within 48 hours (weekends excluded).
4. Observation of "Netiquette": All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss
   a. writing online: http://goto.intwg.com/

5. Please check the Announcements area and the course syllabus before you ask general course "housekeeping" questions (e.g., how do I submit assignment 3?). If you don't see your answer there, then please contact me.

Guidelines for a Productive and Effective Online Classroom Experience:
1. The discussion board is your space to interact with your colleagues related to current topics or responses to your colleague’s statements. It is expected that each student will participate in a mature and respectful fashion.
2. Participate actively in the discussions, having completed the readings and thought about the issues.
3. Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
4. Think through and reread your comments before you post them.
5. Assume the best of others in the class and expect the best from them.
6. Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
7. Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
8. Be open to be challenged or confronted on your ideas or prejudices.

Technical Assistance:
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Tutoring:
Effective fall term 2009 we went to a new Online Tutoring Service - NetTutor to meet the needs of Ecampus students. NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours.

Electronic Device Notice:
As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell
phones, and any other electronic toys that make any noise.

**Laptop/PDA Policy:**
Excluding students with a documented disability, the use of laptops and PDAs during the in class portion is prohibited without prior permission of the instructor.

**Recording Policy:**
Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material present in the in class portion is prohibited to all students.

**Use of Research Data (i.e., CACREP Standard II.I)**
Faculty will disseminate and students will discuss current published research as part of class activities.

**Class Visitor Policy**
Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

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**Appendix B: Rubrics**

**Rubric #1: Classroom Participation**

Name: ________________

Quarter: ________________

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<table>
<thead>
<tr>
<th>Week</th>
<th>Level Of Engagement</th>
<th>Listening Skills</th>
<th>Behavior</th>
<th>Preparation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
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Key:

**Level Of Engagement:**

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per class.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student proactively contributes to class by offering ideas and asking questions once per class.</td>
</tr>
<tr>
<td>.6-1.5</td>
<td>Student rarely contributes to class by offering ideas and asking questions.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student never contributes to class by offering ideas and asking questions.</td>
</tr>
</tbody>
</table>

**Listening Skills**

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student listens when others talk, both in groups and in class. Student incorporates ideas of others.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student listens when others talk, both in groups and in class.</td>
</tr>
<tr>
<td>.6-1.5</td>
<td>Student does not listen when others talk, both in groups and in class.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student does not listen when others talk and often interrupts when others speak.</td>
</tr>
</tbody>
</table>

**Behavior**

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student almost never displays disruptive behavior during class.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student rarely displays disruptive behavior during class.</td>
</tr>
<tr>
<td>.6-1.5</td>
<td>Student occasionally displays disruptive behavior during class.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student almost always displays disruptive behavior during class.</td>
</tr>
</tbody>
</table>

**Preparation**

<table>
<thead>
<tr>
<th>Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1-2.5</td>
<td>Student is almost always prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td>1.5-2.0</td>
<td>Student is usually prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td>.6-1.5</td>
<td>Student is rarely prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td>0-0.5</td>
<td>Student is almost never prepared for class with assignments and required class materials.</td>
</tr>
</tbody>
</table>

**Rubric #2: Threaded Discussion**

Student’s Name:____________________ Total Score (A+B):______________

Week:__________________________ Quarter:____________________

-TCE 581 Page 11-
### A. Post Construction

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt.</td>
</tr>
<tr>
<td>1.6</td>
<td>Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. The reply contains several sentences. The text construction is mainly formal containing few abbreviations or txt style language.</td>
</tr>
<tr>
<td>3.3</td>
<td>Few spelling and grammatical errors. Has structure and the entry flows. Contains an appropriate links, uploaded files or images. These are referred to within the text. Refers to other posts. The reply contains sentences or paragraphs.</td>
</tr>
<tr>
<td>5</td>
<td>Spelling and grammatical errors are rare. The reply has structure and is formatted to enhance readability. Contains an appropriate links, uploaded files or images. Sources are acknowledged. Images and links are referred to within the text. Refers to other posts and builds on these.</td>
</tr>
</tbody>
</table>

**Week’s Score:** ______

### B. Understanding

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Simple reply or comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding.</td>
</tr>
<tr>
<td>1.6</td>
<td>Simple reply or comment showing some insight, depth and are connected with original post, question, topic or concept. The replies are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding.</td>
</tr>
<tr>
<td>3.2</td>
<td>Replies show insight, depth and are connected with thread, topic or post. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding.</td>
</tr>
<tr>
<td>5</td>
<td>Replies show insight, depth and understanding. They are connected with thread, topic or post. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The reply or post shows a high level of understanding, it shows a depth of understanding in matters relating to and surrounding the original post.</td>
</tr>
</tbody>
</table>

**Week’s Score:** ________________

You can earn 5 points per week for ten weeks for a total of 50 points. Your total score will be multiplied by 40% in calculating your final grade.

### Rubric 3: Team Presentation

#### Team Presentation Rubric

Team presentations are evaluated on a variety of aspects of the presentation including content, style, graphics, and teamwork.

<table>
<thead>
<tr>
<th>Presentation Component</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 1 Point</th>
<th>Good 2 Points</th>
<th>Excellent 3 Points</th>
</tr>
</thead>
</table>

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### Overview:
- Introduction of presenters, case or problem, and background described, agenda described

- No introduction or overview, background or agenda

- Introduction of presenters but awkward, sketchy or unclear overview/agenda and background

- Confident and fluent introduction; clear overview/agenda and background, but could be more complete or polished

- Confident introduction of roles and contribution; clear purpose, overview, and agenda; relevant & clear background

### Style:
- Use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)

- Poor style (long pauses, reading speech, "Umm..." and other mannerisms, poor eye contact, monotone, etc.)

- Either fluent delivery but reading, or awkward delivery but spontaneous

- Generally good delivery and spontaneity but could improve

- Excellent style involving matching verbal and nonverbal style, good projection with inflection, spontaneous speaking

### Vocabulary:
- Appropriate and fluent use of terms and concepts

- Little or no attempt to include terms, concepts, authors

- Use of terms but not well related, sporadic, misused or mispronounced

- Good use of terms but still uses jargon or forces or is awkward with use of terms

- Fluent vocabulary and pronunciation without pretention

### Application:
- Appropriate and insightful application of procedures and practices

- Little or no inclusion of techniques, application, or practices

- Inaccurate or incomplete use of techniques

- Generally good application, but lack polish, fluency, or originality

- Strong application with good fit, rationale, fluency, and originality

### Coverage:
- Thorough and balanced in treatment of topic

- Very incomplete, significant gaps, or biased treatment of topic

- Either thorough but biased, or incomplete and balanced

- Generally thorough and balanced but awkward, needs more evidence, or better sequencing

- Thorough coverage of topic per assignment with balanced treatment of perspectives

### Rationale:
- Explains reasoning and provides evidence

- Little or no reasoning, explanation, or evidence provided

- Reasoning and evidence presented but not well organized or poor sources

- Good logical reasoning and evidence, but not integrated

- Logical reasoning integrated with authoritative references on key points

### Graphics:
- Attractive & balanced layout, legible font

- No graphics (may be appropriate in some cases)

- Graphics present but poor quality (illegible, inconsistent, , etc.)

- Well done graphics but too much or too little, and not on key points

- Clear roles, balanced contribution, good transition between presenters, cross reference each other

### Team Roles:
- Team members have equivalent roles

- Unclear team roles

- Clear team roles but unequal contribution

- Clear roles, equal contribution

- Clear roles, balanced contribution, good transition between presenters, cross reference each other

### Discussion:
- Team is prepared to facilitate discussion and is receptive to feedback

- Little or no discussion

- Discussion but without clear organization or purpose

- Prepared discussion questions

- Prepared questions on key areas, and responsive to and elicit participant reaction and questions

### Reflection:
- Team can identify what it would do differently to improve

- Little or no reflection

- Ask for feedback; some defensiveness

- Ask for feedback and clarify responses; generally nondefensive

- Request feedback, clarify responses and link to performance changes; positive & curious

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You can each earn up to 30 points for the team presentation and the Group Presentation is worth

-TCE 581 Page 13-
Rubric #4: Written Assignment: Handbook
Rubric #5: Self-Identity Projec

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable - 0</th>
<th>Emerging - 1</th>
<th>Developing -2</th>
<th>Proficient - 3</th>
</tr>
</thead>
</table>
| **INTRODUCTION**      | • No thesis      | • Thesis stated | • Thesis clear | • Introduction engages the reader and signals the intent of the paper  
|                       | • No context    | • Little or no context | • Context addresses what and why | • Language is fluent and interesting  
|                       | • No summary of points to be explored in body of paper | • And/or no summary of the argument to be explored in the body of the paper | • Summary of argument is included | • Clear, relevant thesis  
|                       |                   | • Or, thesis is unclear |                   | • Context is clearly developed  
|                       |                   |                   |                   | • Concession offered  
|                       |                   |                   |                   | • Summary of argument is included |
| **BODY OF PAPER**     | • Unconnected to introduction | • Ideas connected to introduction/organization is unclear | • Each paragraph clearly connected to introduction or to preceding paragraph(s) | • Parallel construction (paragraph order equals summary in introduction)  
|                       | • Unsupported opinions used to develop argument | • Claims based on articles but ideas not explored | • Claims based on articles and the ideas are explored and developed | • Appropriate use of article references to support claims  
|                       | • No use of article references to support claims | • Or, claims made but do not support an overall argument | • Claims build an argument | • Thorough exploration of claims and possible counter-arguments to build argument  
|                       |                   | • Some use of article references to support claims | • Good use of article references | • Language use engaging and fluent  
|                       |                   |                   |                   |                   |
| **CONCLUSION**        | • No concluding paragraph | □ Concluding paragraph reviews some of major points | □ Concluding paragraph reviews all major points | □ Reviews major points in interesting way  
|                       | • Or the paragraph introduces new information | □ No conclusion offered related to thesis | □ No conclusion related to thesis | □ Offers conclusion about thesis  
|                       |                   |                   |                   |                   |
| **ACCURACY OF CLAIMS**| Most claims indicate lack of understanding of the articles | Attempts at synthesis indicated through combining ideas from the articles. However, no conclusions or generalizations are offered but not both  
|                       |                   | □ Conclusions or generalizations offered but not both | □ Or conclusions & generalizations drawn directly from articles and do not | The paper demonstrates  
|                       |                   | □ Or conclusions & generalizations drawn directly from articles | □ The paper demonstrates | • Ability to create new ideas and generalizations based upon previous knowledge and experiences.  
|                       |                   |                   |                   |                   |
You can earn up to 15 points for your written work on the handbook assignment and the self-identity assignment. Each also counts 15% of the grade.