# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDA 6278</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Course Title: <strong>The Self and Interpersonal Contexts in Teaching / Learning Organizations</strong></td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>College of Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership &amp; Human Services</td>
</tr>
</tbody>
</table>

**Required Text(s):**
- Other readings as assigned

**Required Media:** *The Great Debaters*

**Additional Requirements**
- Purchase and use of Taskstream portfolio
- Active engagement with the course website on Blackboard

**Recommended:**

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*Florida Educator Accomplished Practices Standards (FEAPS)*
*Interstate New Teacher Assessment and Support Consortium Standards (INTASC)*
*(K)=Knowledge *(S)=Skill *(D)=Disposition*

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**Course Description**

Provides a variety of opportunities for analysis in the areas of knowledge, ethics, values and behavior tendencies in organizational settings. The constructivist paradigm is used to provide an environment where the Learner can participate in individual and group exercises.

**Course Purpose**

The doctoral program at FAMU encourages the development of transformational leaders. Students are thus challenged to explore themselves deeply to search for a more authentic self. The course focuses on examining one’s self and image in the context of changing priorities and commitments (i.e. the doctoral program!) The animation of a cohort learning community is intended to set free a new professional vitality. This work will culminate in the narrowing of the research focus to specific individual themes. Readings and activities introduce the student to the broad terrain of research possibilities. Pivotal concepts include identity construction, commitment, praxis, critical pedagogy, economic and social justice, rules of argument, and transformational leadership. Students will emerge from the course with an understanding of the doctoral journey, how a dissertation is constructed, and a perfunctory review of possible thematic/topical areas for dissertation research.

**Overall Goals of the Course**

The goals of the course are:
- To illuminate the doctoral journey in terms of processes and possibilities
- To empower the student with strategies to ease the doctoral journey

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**Faculty Name**: Dr. Oare’ Dozier-Henry

**Term and Year**: Spring 2008

**Place and Time**: Saturday 2:15 – 5:00 p.m. 101B

**Office Location**: 203B-GECB

**Telephone**: e-mail: oare.dozierhenry@famu.edu, drodh1@gmail.com

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**Course Supplies**


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✓ To render a vivid self-portrait of the future transformational leader
✓ To provide a conceptual framework for understanding the ways in which schools collude to reproduce economic and social inequality
✓ To stimulate an interest in social justice to ameliorate the above
✓ To introduce students to the literature relevant to themes they wish to investigate

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

DIVERSITY

- CF 1
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice responsive strategies that foster acculturation, mediation, and resolution.</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
</tr>
</tbody>
</table>

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
</tr>
<tr>
<td>CF:</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>CF: 2.2 (S)</th>
<th>Demonstrate knowledge of fundamental concepts in technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate an understanding of concepts related to software, hardware, and applications</td>
</tr>
<tr>
<td>CF: 2.4 (K)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
</tr>
<tr>
<td>CF: 2.6 (S, D)</td>
<td></td>
</tr>
</tbody>
</table>

**VALUES**

- CF3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.1 (S)</th>
<th>Work with colleagues in a professional manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
</tr>
<tr>
<td>CF: 3.5 (D)</td>
<td>Create learning opportunities that foster cooperation, support, and individual participation among students.</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
</tr>
</tbody>
</table>

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PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development and acquisition of knowledge and motivation.</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.</td>
</tr>
<tr>
<td>CF: 5.7 (S, D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
</tr>
<tr>
<td>CF: 5.8 (K, S)</td>
<td>Know and use student personnel services.</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

- CF 6
- Through this focal area, the FAMU professional education doctoral candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
</tr>
<tr>
<td>CF: 6.2 (S, D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
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</tbody>
</table>

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## STANDARDS CROSSWALK

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>Program Standards</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessments/First Paper:</td>
<td>1,2,3,7</td>
<td>Communication, Collaboration, Technology, Globalization</td>
<td>CF 1.1,1.4S,3.4D</td>
</tr>
<tr>
<td>Maintenance of a time log and journal</td>
<td>7,8,9</td>
<td>Communication, Collaboration, Technology</td>
<td>CF 1.1,1.4S,3.4D,4.3D</td>
</tr>
<tr>
<td>Oral Presentations/Power Points</td>
<td>5,6</td>
<td>Leadership, Communication, Research &amp; Data Analysis, Technology</td>
<td>CF 4.5S,5.1K,5.3,5.6,5.7S,D</td>
</tr>
<tr>
<td>Cohort Skit</td>
<td>3,8</td>
<td>Communication, Collaboration, Technology</td>
<td>CF 1.1K,1.4S,1.5K,S,2.1S,2.3K,2.4K,3.4D,2.6S,D</td>
</tr>
<tr>
<td>Annotated Bibliography &amp; Connective Essay</td>
<td>4,5,6,10</td>
<td>Leadership, Communication, Research &amp; Data Analysis, Globalization</td>
<td>CF 4.3S,4.3D,4.5S,5.1K</td>
</tr>
</tbody>
</table>

### Academic Learning Compact

N/A

**Specific Behavioral Objectives**

The student will:

1. Develop a cognitive self-portrait by determining preferred learning modalities, areas of academic strength and challenge and devise prescriptive incentives for optimal learning
2. Be able to list the steps toward completion and the components of a doctoral dissertation
3. Engage in values clarification that will assist in the design of the individual’s doctoral program and locate the extent of one’s commitment to change
4. Demonstrate an understanding of the role expectations of the Academy and an appreciation for the mission of the public intellectual
5. Critique articles and other text materials and engage in spirited class discussion
6. Engage in praxis – action with reflection- and articulate how it intersects with critical theory and the constructivist paradigm
7. Set daily writing goals and meet them minimally via a personal journal

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8. Hone in on a dissertation topic “ballpark” area and area and produce an annotated bibliography and supportive essay that makes an argument for the topic as research worthy

9. Identify strategies that aid persistence and address areas of academic challenge

10. Learn and utilize rules of argumentation in written work and in the critique of others’ writings

<table>
<thead>
<tr>
<th>National and State Standards Addressed in the Course</th>
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<tbody>
<tr>
<td>n/a</td>
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**Topical Outline**

The professor’s intention is to adhere to the schedule below. However students should be aware that presenter availability, the professor’s travel schedule and other unforeseen events may cause the cohort class schedule and activities to shift. The Preparation indicates what should be ready for the class date. The Assignment is what is due for the next class meeting. *Always prepare 2 copies of anything written and back it up on a CD, flash drive or hard drive.*

😊 The course is organized around thematic modules.

**Module One – Identity Addresses (Who am I?)**

Key Questions: What identities do I own? How do heredity and environment contribute to the construction of my identity(ies)? How do these identities affect the way I name the world? What is worldview and how does it impact what I see, hear and do? For what exactly do I stand? What am I prepared to give the generous gift of my attention and energy? What issues command my attention? What questions might I like to find the answers to?

**Session One: January 12, 2008 My Address**

**Preparation: “First Paper”**

You must come to class with an essay response that addresses these issues:

1. Summarize the main points (3-5) of Dr. Jackson's speech in terms of those that resonated most with you.

2. Answer the questions posed by Franz Fanon, quoted by Dr. Jackson in an extended essay of 6-8 pages:
   - *Who am I?*
   - *Am I really who I am?* (offer evidence that a cohort member might observe to substantiate your claim)
   - *Am I all I ought to be?*

**Class Content:** Course Overview, Major Assignments, Identity Addresses and Values Clarification, Pre-Assessments

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Assignment: Construct a weekly schedule that shows how you allocate your time. Be prepared to construct a second schedule in class that carves out 9 hours from your current activities to devote to doctoral studies. List what you will be sacrificing to achieve this.
Read pgs.1-22 in Peters. Review the indicated documents on Blackboard.
Start your journal. Review and reflect on the readings, class discussions and personal considerations as you interact in your journal. You are required to visit your journal twice a week. Every two weeks you must submit an entry to the Blackboard digital dropbox.

Other Resources to Tap:


Session Two: January 19, 2008 Governing the Clock
"I must govern the clock, not be governed by it." Golda Meir (1898-1978) former Prime Minister of Israel

Preparation: Likelihood of a textbook quiz. Bring all texts to class.

Class Content: Time Management, The Doctoral Process, Journaling and the Art of Reflection

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Assignment: Submit a log that indicates how much time was spent on the week’s assignments from all three classes and one’s feelings and discoveries about oneself while doing them. Did you pair up with a study buddy?
Read Peters pgs.124-139. Prepare for a quiz on the chapter.

Session Three: January 26, 2008  Introduction to DAI& Other Fun Databases 😎
“Do what you can, with what you have, where you are."Theodore Roosevelt (1858-1919)
26th president of the U.S.
Preparation: See above assignment. Is it journal entry submission time?
Class Content: Quiz & Questions about the Journey, Library Visit; Introduction to remote access & use of databases
Assignment: Read pgs 1-35;57-78 in Shujaa. Using Roman numeral format, outline each chapter.
Be prepared for a roundtable discussion. Submit a plan that estimates how much time you will need to complete your Annotated Bibliography assignment. List the steps you will need to take. Design a learning contract/commitment that will be reviewed monthly until task completion. Before the next class, select five(5) sources that you may wish to review for your bibliography. Write out the sources in APA style format. Include a paragraph that describes the focus of your bibliography.
Read Peters 175-189;

Session Four: February 2, 2008  Library Assignment.
"I know the price of success: dedication, hard work and an unremitting devotion to the things you want to see happen."Frank Lloyd Wright (1869-1959) considered by many to be one of the greatest American architects
Preparation: See assignment above.
Class Content: Use this session to draft an overview of your bibliography topic.
Assignment: Read and outline the following chapters in Shujaa: 2&4. Chapter 4’s notes and references(pgs.110-122) constitute a rich compendium of resources that further elucidate the topic. Choose two of those resources. Locate them, read them and write a summary of what they offer that underscores content in the chapter. Then, give your opinion. Submit this with your outline. Work on the cohort skit. (See appendix A)
Select a dissertation related to your topic to obtain and read for your annotated bibliography.
Other Resources to Tap

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**Module Two: The Journey (What am I here to do?)**

**Key Questions:**
What is the role of the scholar? What issues are important to me?
What is the responsibility of the “talented tenth”? What is the “crisis of the Negro intellectual” as or the Western educated African Diasporan scholar? Who shall hold me accountable? What is the doctoral journey? Why are transformational leaders needed? How do I insure that I reach the destination?

**Session Five: February 9, 2008**

“Spend some time alone every day.” The Dalai Lama

**Preparation:** Be able to discuss what & where the African Diaspora & the Dalai Lama are.

**Expect to debate “The Failure of the African American Intellectual”

**Class Content:** Annotating Items & the Structure of Argument; Clarifying the Doctoral Journey, The role of the African-American Intellectual debate

**Assignment:** Prepare for an APA/Peters Quiz. Design a timeline of your doctoral program from now until the submission of the dissertation proposal. Read Peters chapter 13-17. Discuss concerns that emerged for you.

* Read Smiley’s second chapter. In an essay, summarize the pertinent points and determine how or if it resonates with what you’ve read in Shujaa so far. In a second essay, indicate the topical area you intend to pursue for the annotated bibliography and why. (This is due 3/21 as a 5-7 page paper and counts as a take-home midterm)

**Other Resources to Tap:**


**Session Six: February 16, 2008**

**Preparation:** Review notes on argument; be prepared to do related in class activities.

**Class Content:** More on Argumentation; Practice; tools of critique; quiz

**Assignment:** Prepare the first five annotations of your annotated bibliography.

**Session Seven: February 23, 2008**

**Preparation:** See assignment above; take-home test due

“Where are Black educators who are educated Blackly”? Haki Madhubuti

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Class Content: The Politics of Knowledge; The Politics that attend the Journey.
Formative Evaluation
Assignment: Read Shujaa, pgs. 143-261.

Session Eight: March 1, 2008 | IDTERM!
Class Content: Cohort will work on skit & rehearse
Assignment: The student must submit a completed assessment of computer, time management, and writing skills. The student must develop and submit a written plan for eliminating weaknesses.

Module Three: The Legacy *(On whose backs do we stand? What is our vision?)*
Key Questions: Is there an African American educational legacy? What has been the schooling experience of African Americans in the U.S.? In the Diaspora? Who are our trailblazers? Why don’t we know this history? Who qualifies as a transformational leader?

Session Nine: March 8, 2008
Students will view a DVD.
Preparation: Reflect on these questions: How did politics get mixed with education? Whose interests does schooling serve? What is liberatory education? What does oppression do to the human spirit? What is agency? Whose voices are elevated and whose are silenced? Why?
Assignment: Select, read and list four chapters from Smiley that impact you and your annotated bibliography topic. Be prepared to discuss your choices. Select one chapter and annotate it. Be prepared to comment on the DVD.

March 15, 2008 | Spring break | No class!

Preparation: Be ready to discuss the Shujaa chapters and your Smiley selections. Be prepared to present the Affirmation skit. This Skit is 25% of the grade.
Class Content: Servant Leadership
Assignment: Finish Peters and Shujaa.

Session Ten: March 22, 2008
Preparation: Completion of Peters and Shujaa
Class Content: Transformational Leadership, Cohort 2006 Skit Premiere
Assignment: Consider who you would rate as the five most effective transformational leaders in the African American educational community. In a class debate be prepared to offer evidence as to why they should hold this place.
Finish reading Smiley.

Module Four: The Challenge and the Commitment
Key Questions: When and where do I enter the leadership landscape? What gifts do I bring to the wounds in need of healing? What is the mission I will fulfill?

Session Eleven: March 29, 2008
Class Content: Educational leadership venues and your choices; revisiting identity addresses

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Assignment: Prepare the next five annotated bibliography choices. Draft your connective essay for presentation to the class.

Other Resources to Tap:


Mend, Michael R. The Career Construct: An Extension of Kuhn’s Twenty Statements Test. ED083297


Session Twelve: April 5, 2008
Preparation: Bring journals to class on a diskette or CD-rom.
Class Content: Student presentations of annotated bibliography and connective essays
Assignment: Prepare for final assessment and hand in your annotated bibliography

Session Thirteen: April 12, 2008
Class Content: Student presentations of annotated bibliography and connective essays
Final Assessments

Session Fourteen: April 19, 2008
Last possible date to turn in any assignments/revisions.
**Teaching Methods**
Teaching methods will extend beyond lecture and discussion to include:
- Study circles
- Online searches and discussions
- Simulations and case studies
- Audiovisual resources (DVDs, cassettes)
- Guided reflections

**Grading**
Grades are determined by points earned on assignments and assessments.
See Graduate Handbook for details

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>950-1000</td>
<td>A</td>
</tr>
<tr>
<td>850-949</td>
<td>B</td>
</tr>
<tr>
<td>*750-849</td>
<td>☹ C</td>
</tr>
<tr>
<td>*650-749</td>
<td>☹ D</td>
</tr>
<tr>
<td>649 or below or 3 unexcused absences</td>
<td>☹ F</td>
</tr>
</tbody>
</table>

* ☹ indicates that the grade is not acceptable for graduate study. A “C” or “D” grade requires that the course be repeated.

See Graduate Handbook for details

- Attendance, quizzes, in-class & online activities and weekly assignments = 250 points
  - (50) (50) (50) (curved up to 50 points) (50)
- Midterm Essays = 100 points
- Skit and Oral/Power Point Presentations = 300 points
  - (150) (150)
- Annotated bibliography & connective essay = 200 points
  - The annotated bibliography is an abbreviated coverage of the literature related to a particular topic.
- Personal Reflective Journal = 150 points

By the fourth class session the student must negotiate the intended topic areas with the professor.
A separate handout will provide details for this assignment. It is expected that the final product will be written according to APA style format and will have a minimum of 15 annotated items. Only 2 may be from websites that are not scholarly journals.

You may not plagiarize or use a reference source’s or book jacket’s summary or abstract for your annotation. You must summarize in your own words AND YOU MUST ACTUALLY READ AND REVIEW IT!

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In addition, you must write an essay that connects the materials to your research interest. You must arrive at a thesis that could form the basis for further exploration. Students who do not have a cogent plan by the fourth class meeting will be assigned a non-negotiable topic for review.

1. **Self-assessments:**
   The student must locate five websites that offer personality indicators and complete an assessment of computer, time management, and writing skills.
   The student must develop and submit a written plan for eliminating weaknesses.

2. **Maintenance of a time log and journal**
   The student is required to maintain a log of how many hours are devoted to doctoral work and identify a support system to keep focused. The personal journal is required for reflection on readings, class activities and “observations along the way”. Questions that arise should be recorded in this journal.

3. **Readings**
4. The student is responsible for all assigned readings, online searches, and activities.
   FPC: Developmental Orientation
   FLC: Technology F5

5. **“First Paper”**
   The student is responsible for submitting thoughtful, documented responses to the essay questions assigned.
   FPC: Developmental Orientation, Concept Formation, Written Communication

6. **Cohort Skit**
   The student is expected to do his/her share to insure that a video presentation is done that the group can take pride in. Copies of the video must be prepared for the professor, department chair and the dean.
   Don’t forget to make us laugh!

7. **Oral Presentations/Power Points**
   The student is expected to deliver documented evidence that demonstrates ease with an audience, scholarly methodology and the ability to match

8. **Annotated Bibliography & Connective Essay**
   Using APA style format, cite references that will address a research area you might be interested in.
   Choose references related to one topic.
   FPC: Information Search & Analysis, Conceptual Flexibility, Written Communication
   FLC: Technology F5

**Assignments**
Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade **counts**. Grades are determined by the quality of student performance. Selected artifacts are to be uploaded to Taskstream.

**Grading Scale:**

A=90-100,    B=80-89,    C=70-79,    D=60-69,    F=Below 60

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Grading Rubric  F=Favorable, A=Acceptable, M=Marginal, U=Unsatisfactory

A “C” grade for a graduate student is unacceptable and requires the repeat of the course. Only two “C” grades are allowed in the degree program.

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “B” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “C” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition

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Course Policies

Students are encouraged to study and work together as much as possible throughout the course (e.g., preparing for exams). However, all exams and exercises, unless otherwise specified, are to be completed individually.

You will be responsible for:

✓ timely arrival to class. If you must be late, wait until an acceptable time to enter and never interrupt a speaker. If you are tardy without advance contact with the professor, or documentable, unavoidable delay, 3 points will be deducted from your final grade each time.
✓ being prepared to discuss readings and topics of relevance with the class. If you have not done the readings and are not prepared to contribute to class discussion, please do not expect stellar reviews in terms of your participation grade.
✓ notifying me in advance (when possible) of an excused or expected absence, expected tardiness, or having to leave class early.
✓ obtaining notes, assignments, or changes to assignments in the unlikely event class is missed. This should be done prior to the next class meeting.
✓ Providing documentation for any absence for which you wish to be excused
✓ monitoring your progress in the course. Early intervention is the best method of solving a problem – crisis management is not. Contact me as soon as you feel you are having a problem of any kind. I will do everything in my power to help you, but please keep in mind that “a lack of planning or action on your part does not constitute an emergency on mine.”
✓ modeling good citizenship. Courtesy is expected. This means not “hogging” center stage and encouraging others to offer ideas. Activities are also your responsibility.
✓ completing and submitting all deliverables on or before the due date.

There are intermittent extra credit opportunities offered throughout the course. Typically these are announced in class and due the following week via the digital dropbox.

University graduate policy permits one unexcused absence. The second unexcused absence mandates that the student fail the course. Avoid this situation by documenting absences and communicating with the professor. Note that two tardy arrivals constitute one unexcused absence.

The Digital Dropbox/Taskstream

The digital dropbox is the sector on Blackboard where all assignments go. You are able to keep up with your submissions by periodically printing your listing of submitted assignments. You will

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be directed in class when to submit this printout. Certain assignments will be taken up via hard copy. All work is also to be saved to disk. (CD-roms are better these days as newer computers do not service floppies) to back up your work.

The Taskstream electronic portfolio tracks your progression through the courses via your adherence to identified state and program standards. Grading of these assignments and activities are done via the electronic portfolio. Use the self-enrollment code to enroll.

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.). See appendix B for the advanced dispositions form.

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**References**

**Websites**

- www.4Anything.com
- www.consciousnet.com
- http://depression.about.com
- http://www.geocities.com/BourbonStreet/4712/WILLIELYNCH.html
- www.motherloss.org
- www.4SelfHelp.com

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*Approved/Revised 10/30/07*
Print References


Holmes-Ponder, Kathleen Ponder, Gerald, Bell, Pandora. Giving School Leaders the Inner Edge. ED431239.


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**Grading Rubrics**
### Cohort Affirmation Skit

This activity is designed to encourage outreach among cohort members and challenges your sense of humor. Essentially it is a fun (?) opportunity to design a ten to fifteen minute skit that

- profiles each cohort member in terms of interests and skills
- showcases the cohort’s motto, theme song and step routine

Feel free to use props and costumes. You will be required to submit a videotape of your performance. This is not designed to be burdensome; keep it light and fun. In order to get it videotaped, you will have to become acquainted with the workings of the Library Media Center. Of course you will have to decide on your motto for success in the program, come up with a theme song and use your skills to further the tradition of African American fraternal organizations’ “step”.

#### Evaluation Grid

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is evidence of planning input from all members.</td>
<td>/10</td>
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</tr>
<tr>
<td>2. Students report at least a moderately high level of satisfaction with the process of the activity.</td>
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<td>3. The skit has music.</td>
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<td>4. The technical production of the skit is high quality.</td>
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<td>5. All students participate in the step show portion of the assignment.</td>
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<td>6. There is evidence of humor in the skit.</td>
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<td>7. Students report at least a moderately high level of cooperation and collaboration among group members.</td>
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<td>8. The skit showcases the cohort’s motto, theme song and step routine</td>
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<tr>
<td>9. The skit profiles each cohort member in terms of interests and skills.</td>
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<td>10. The skit honors the preferred timeline and is paced appropriately.</td>
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</table>

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Approved/Revised 10/30/07
## APPENDIX B

### Advanced Level Disposition Form

**Candidate’s Name:** ___________________  **Student ID:** ____________  **Program Area:** ___________________

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
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</tr>
<tr>
<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance.</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance.</td>
<td>The candidate rarely or never and <strong>inappropriately or superficially</strong> demonstrates indicators of performance.</td>
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<tr>
<td>(90–100 %)</td>
<td>(89-80%)</td>
<td>(79-70%)</td>
<td>(60-69%)</td>
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### Professional Behavior: The Other Professional Educator Candidate

**Outcome**

- **F** (4)
- **A** (3)
- **M** (2)
- **U** (1)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

### Effective Communication: The Other Professional Educator Candidate

**Outcome**

- **F**
- **A**
- **M**
- **U**

**Criteria for rating**

- **Favorable**
- **Acceptable**
- **Marginal**
- **Unacceptable**

- The candidate **consistently and thoroughly** demonstrates indicators of performance. (90–100 %)
- The candidate **usually and extensively** demonstrates indicators of performance. (89-80%)
- The candidate **sometimes and adequately** demonstrates indicators of performance. (79-70%)
- The candidate rarely or never and **inappropriately or superficially** demonstrates indicators of performance. (60-69%)
• communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
• is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
• is willing to share information and ideas in a mutually respectful manner.
• utilizes and models active listening and appropriate feedback skills.

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<th>Criteria for rating</th>
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<th>Marginal</th>
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Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✓ to indicate level of performance.)

• is curious, willing to experiment with new ideas and techniques, and is receptive to change.
• analyzes and evaluates concepts and clinical practices.
• experiments, evaluates, and initiates innovative practices.
• demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
• recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
• is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
• continually deepens knowledge of practice and student learning.
• understands the roles of assessment, including the roles of standards and outcomes in assessment.

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Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F (4) A (3) M (2) U (1)</td>
</tr>
<tr>
<td>• critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.</td>
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<tr>
<td>• thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.</td>
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<tr>
<td>• thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.</td>
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<td>• conducts self assessment through reflection in problem solving.</td>
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</table>

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition
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Approved/Revised 10/30/07
# APPENDIX C

## POWER POINT PRESENTATION EVALUATION

**EDA 6278**

Student _________________________  Date __________

**Scoring**

5=Outstanding, excellent with almost no flaws  
4=Evident, effective treatment  
3=Acceptable, commensurate with expectations for a doctoral achievement  
2=Not commensurate with doctoral level work; marginal achievement  
1=Unachieved, poor command

<table>
<thead>
<tr>
<th>Slide Presentation</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately titled opening slides</td>
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</tr>
<tr>
<td>Slides not overloaded with text</td>
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<td>Use of graphics and images</td>
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<td>Appropriate number of slides for topic</td>
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<td>Use of color and variety</td>
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<td>Key points bulleted</td>
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<td>Observable references APA</td>
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<td>Use/integration of additional references</td>
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<td>Relevance of additional references</td>
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<tr>
<td>Overall impact of presentation</td>
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</tbody>
</table>

**Subtotal**

## Oral Presentation Aspect

<table>
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<tr>
<th>Presentation Skills</th>
<th>Rating</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Attention getting opening</td>
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<tr>
<td>Poise; ease with content</td>
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<tr>
<td>Use of humor and audience involvement</td>
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<tr>
<td>Ability to convey enthusiasm about topic</td>
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<tr>
<td>Minimalization of physical gesturing</td>
<td></td>
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<tr>
<td>And/or other distractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key points covered adequately</td>
<td></td>
<td></td>
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<tr>
<td>Pacing; momentum of presentation</td>
<td></td>
<td></td>
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<tr>
<td>Voice inflection, communicative authority</td>
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<tr>
<td>Effective Summation</td>
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<tr>
<td>Ability to generate and respond to questions</td>
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</tbody>
</table>

**Subtotal**

**GRAND TOTAL**

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition

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Approved/Revised 10/30/07
EDA 6278 TOPIC “First” PAPER GRADING TEMPLATE

Student ________________________________

Digital dropbox arrival ____________________ Hard copy turned in _________

10=flawless execution  6-7=evident & effective  3 or below=unachieved,
8-9=yes,very evident and documented  4-5=marginal achievement  poor command

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1. Items were turned in on time or in advance.</td>
<td>/10</td>
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<tr>
<td>2. Appearance of document (i.e. spacing, pagination, fastening)</td>
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<tr>
<td>3. The student explained what influenced this choice of topic.</td>
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<tr>
<td>4. The student connected the topic to course material related to educational leadership.</td>
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<tr>
<td>5</td>
<td>The document uses excellent grammar, punctuation spelling and sentence structure.</td>
<td>/10</td>
</tr>
<tr>
<td>6</td>
<td>Topic findings are discussed in depth rather than a cursory manner.</td>
<td>/10</td>
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<tr>
<td>7</td>
<td>The student identified new learning and pointed out how it can be used in her/his professional life.</td>
<td>/10</td>
</tr>
<tr>
<td>8</td>
<td>Citations are present when needed and in APA format.</td>
<td>/10</td>
</tr>
<tr>
<td>9</td>
<td>The paper shows evidence that research was undertaken from a variety of sources.</td>
<td>/10</td>
</tr>
<tr>
<td>10</td>
<td>Argument clarity via use of paragraphs and idea development</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td><strong>Total/ Grade</strong></td>
<td>/100</td>
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</table>

**Scoring:**

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