

University of North Texas at Dallas
Fall Spring 2013
SYLLABUS

HSML 3000.91 Human Services and NonProfit 3 Cr. Hours		
Department of	Education and Human Services	Division of Counseling and Education
Instructor Name:	<i>Iftekhar Amin, Ph.D.</i>	
Office Location:	<i>UNT Dallas 2 327</i>	
Office Phone:	<i>972-338-1380</i>	
Email Address:	<i>Iftekhar.amin@unt.edu</i>	
Office Hours:	T 1:30-6:50PM, W 3:10-4:00 PM	
Virtual Office Hours:		
Classroom Location:	<i>UNT Dallas 2 Rm. 337</i>	
Class Meeting Days & Times:	Wednesday, 4-6:50PM	
Course Catalog Description:	<p>This course promotes the understanding of self in relation to the philosophy and practice of community and public service. Students will examine social issues, study and discuss concepts in community service disciplines; learn professional skills; explore service careers and organizations appropriate to their unique interests and abilities; and apply their base of knowledge to further the purpose of civic involvement. This is a hybrid course (approximately 10-weeks face-to-face and 6-weeks online). During your online weeks, you will have an opportunity to complete the course required 30 hours of volunteer work.</p>	
Prerequisites:	NONE	
Co-requisites:		
Required Text:	<p>1) Woodside, M. R. & McClam, T. (2011). <i>An Introduction to Human Services (7th ed.)</i>. CA: Thompson Brooks/Cole, ISBN: 049550</p> <p>2) Cryer, S. (2008). <i>The nonprofit career guide: how to land a job that makes a difference</i>. MN: Fieldstone Alliance., ISBN: 978-0-940069-59-6</p>	
Students' grades will be reduced one letter grade, if not in possession of these required texts.		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com</p>	

Course Goals or Overview:	
	<p>Students who have successfully completed the course will:</p> <ul style="list-style-type: none"> • Apply the theories, principles, and skills associated with the delivery of Human Services. • Carry out the personal assessment, career development, and professional skills needed for successful careers in community and public service or active citizenship. • Identify and describe the historical and philosophical basis of the community/public service sector and organizations within this sector. • Articulate the mission, structure, history, and career potential in a specific community/public service agency. • Articulate their role, personal appreciation for, and understanding of civic involvement as a volunteer or service professional.
Learning Objectives/Outcomes: At the end of this course, the student will be able:	
1	To understand the foundation and core background of nonprofit organizations;
2	To demonstrate the ability to work effectively and grow, while performing Service Learning in the nonprofit organization;
3	To define the characteristics of an effective helping profession;
4	To be aware of the variety of careers in human services and the setting of those careers;
5	To demonstrate the ability to understand the ethical standards for human services professionals;
6	To strengthen skills in writing and oral communication.

COURSE SCHEDULE OF READING ASSIGNMENTS, LECTURES

CLASS	WEEK of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
1	Jan. 16	Module 1 Introduction To Course Course purpose; overview; understanding course expectations. All Service Learning Forms located on Blackboard home page	Syllabus, Orientation, Calendar
2	Jan. 23	Module 2: Getting to Know the Human Service Organization <ul style="list-style-type: none"> ➤ Community Service & Public Service Library Presentation; APA Review 	Readings: Woodside and McClam, Chapter 1 *Sign the Release of Liability for Course ONLINE
3	Jan. 30	Module 3: The History of Helping <ul style="list-style-type: none"> ➤ Mission & Vision Statements ➤ Understanding the Nonprofit Sector: Purpose and History; ➤ Distinguishing Features of Organizations ➤ Community Resource File No Face-to-Face Class On-Line Work	Woodside and McClam, Ch. 2 Woodside Ch. 2 Glossary On-Line Assignment #1

CLASS	WEEK of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
4	Feb. 6	Module 4: Careers in Human Services <ul style="list-style-type: none"> ➤ Review Careers in the Nonprofit Sector ➤ Service Learning 	Readings: Readings: Cryer, Ch. 1 Cryer Ch. 2 (pp. 51 – 83) Due online: Service Learning Agency Agreement *must have supervisor signature Student/Agency Agreement
5	Feb. 13	Module 5: Human Services Today <ul style="list-style-type: none"> ➤ Personal Rewards and Risks of Service <p style="text-align: center;">No Face-to-Face Class On-Line Work</p>	Woodside and McClam, Chapter 3 Blackboard Due: Assigned placement confirmation form Service Learning Contract On-Line Assignment #3-
6	Feb. 20	Module 6: Models of Service Delivery <ul style="list-style-type: none"> ➤ Roles of Those Who Share ➤ Foundations and Roles of Organizational Leadership - Gibelman & Furman PDF 	Readings: Woodside and McClam, Ch. 4 Woodside Glossary Ch. 4 Cryer Ch. 2 All (SL) forms submitted after this date = 5 pt. penalty each.
7	Feb. 27	Module 7: Program Development, Competencies, Issues and Trends <ul style="list-style-type: none"> ➤ Students to Work on Resource File Portfolio ➤ Students to Perform Service Learning <p style="text-align: center;">No Face-to-Face Class On-Line Work</p>	Readings: Cryer Ch. 3
8	March 6	Midterm	1st (10-Hour) Log Sheet (Late - 5 Pt. Penalty)
9	March 13	Spring Break	
10	March 20	Module 8: Working within the System, A Customer-Centered Approach <ul style="list-style-type: none"> ➤ Customer –Centered Approach to Program Development ➤ Working within the System Module 9: The Client and the Helping Process <ul style="list-style-type: none"> ➤ In-class Team Activity 	Readings: Woodside and McClam Ch. 8 Woodside Ch. 8 Glossary Woodside and McClam, Ch.5 & 7

CLASS	WEEK of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
11	March 27	Module 10: Online Work <ul style="list-style-type: none"> ➤ Students to Work on Resource File Portfolio ➤ Students to Perform Service Learning <p style="text-align: center;">No Face-to-Face Class On-Line Work</p>	Due: Submit Social Problems Paper Online
12	April 3	Module 11: Online Work <ul style="list-style-type: none"> ➤ Work on Resource File Portfolio ➤ Perform Service Learning <p>Remember to Submit: Resource File Portfolio in the Instructor's Office</p> <p style="text-align: center;">No Face-to-Face Class On-Line Work</p>	Submit: 2 nd (10-Hour) Log Sheet (Late -5 Pt. Penalty) Due: Community Resource File Portfolio due today! In my office by 10 AM.
13	April 10	Module 12: Career Exploration and Professional Development <ul style="list-style-type: none"> ➤ Career Exploration/Identification ➤ Professional Development <p style="text-align: center;">No Face-to-Face Class On-Line Work</p> Discuss contents of an effective Resume and Cover Letter	Woodside and McClam Ch. 7 Cryer Ch. 4
15	April 17	Module 13: SL Presentations	Make Sure All Assignments Are Turned In Before Class Due Online: *Service Learning Reflection Paper *3rd 10-hour Log (Late -5 Pt. Penalty) *Service-Learning Evaluation of the Agency Due online & present in class – Service Learning Presentation Final (No late Papers Accepted) Blackboard Submission Required

CLASS	WEEK of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
16	April 24	Module 14 (continued): SL Presentations <i>Complete All Presentations</i>	
14	May 1	Module 15: Human Services Professionals <ul style="list-style-type: none"> ➤ Human Services Professionals ➤ The Servant Leader ➤ Complete Service Learning Projects 	<i>Readings: Cryer Ch. 5 Woodside and McClam, Ch. 6 Woodside Ch. 6 Glossary Due: Resume, and Cover Letter online</i>
15	May 8	FINAL EXAM	

This schedule is subject to change by the instructor.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes of the course:

In-Class Activities & Exam – *written tests & activities designed to measure knowledge of presented course material*

Formal Assignments – **All written in APA Format:** *written assignments designed to supplement and reinforce course material; due by beginning of class session in Blackboard.*

Projects – *Community Resource File*

Class Participation – *daily attendance and participation in class discussions*

Criteria for Grading:

Instrument	Value (points or percentages)	Total
Online Assignments	4 assignments at 5 points each	20
Formal – Research Social Problems (SP)	20 points	20
Formal Service Learning Reflection (SL)	40 points	40
Quizzes/In-Class Activities	4 at 10 points each	40
Projects (Community Resource File)	20 points	20
2 Exams	100 points each	200
Mini presentation (SL)	35 points each	35
Completion of Service Learning Signed Log	15 points	15
Class Partici/Prof. Conduct/Atten	10 points	10
Total:		400

90-100%= A; 80-89%=B; 70-79%=C; 60-69%=D; 59-0%=F

Major Course Projects & Points	Points
<p>Community Resource File Binder (CRF): Investigate nonprofit community resources --through brochures, information packets, fliers, websites, etc. The source of information should come from three service agencies in each of the following categories (Not to exceed 25% from websites): Categories- <i>Education, Medical, Mental Health, Legal Services, Family Services and Crime Prevention</i>. <u>Students' resource file will contain 3 agencies from each of the listed categories = 18 community resources</u>. Each resource agency must have a summary of the agency that includes: agency's mission, services-what they do, location and contact information (include business cards, whenever possible). Submit in class. No Late CRFs Accepted. Include the CRF Grading Rubric...found on Blackboard Home page.</p>	<p>20 Points</p>
<p>APA Formal Social Problems Paper/Essay: Students will prepare a research essay paper about a social problem that is of personal importance. The paper should discuss an introduction to the problem, research on current nonprofits and agencies designed to combat this problem and personal solutions for the future. Review the Motives of Services listed on Blackboard home page and includes the motive(s) that define your passion. This essay should be 4-5 pages in length with a minimum of 5 references. To avoid plagiarism, you MUST use APA format in referencing & documentation. Please refer to the Rubrics at the end of this syllabus. Title Page must be included.</p>	<p>20 Points</p>
<p>Required/Mandatory Service Learning Experience & Logs: Must perform 30 hours of direct service to the community through local community and public service nonprofits. A signed (supervisor) volunteer log is required. Hours must be completed by due date, unless emergency documentation is provided. Late completion of 30 hour project will result in a 15-point loss (subject to verification). A FAIL grade, if SL hours are not completed by end of term. You may not perform SL hours until ALL documents have been submitted to the instructor. Students will be held to the UNT guidelines on the Code of Behavior in class, as well as in the Service Learning. <i>Unfavorable reports from students' volunteer supervisor or an agency representative can result in decreased Service Learning points; or asked to discontinue Service Learning; subsequent impact upon students' overall grade.</i> At the end of the semester, you will give a formal presentation of the SL project you completed. See Grading Rubric</p>	<p>15 Points</p>
<p>APA Formal Service Learning Reflection Essay: At the end of the semester, you will submit a detailed formal essay/reflection of the SL that you completed. <i>This essay is a minimum of 4-5page (not including cover and references pages. All APA criteria must be adhered to.</i> You must discuss your experience by including a brief history of the nonprofit organization; determine the model of service delivery; your motives for participating; and your outcomes (what you gained as a result of your participation) and additional criteria found on Blackboard. Minimum of 5 references and sources must be included in APA format. Attach Title page.</p>	<p>40 Points</p>

<p>Class Participation, Professional Conduct: Your contribution to the class is essential. You must show evidence of critical thinking related to readings and consider the implications for human services work. Points are earned in class sessions for attendance or activities. You will lose points for the following: Tardiness; leaving early; late work, poor classroom behaviors such as side conversations, dominating, disrespectful behaviors; lack of participation in group/class activities; lack of respect for others opinions or differences; none related computer use; and violating class confidentiality guidelines. Points will be given throughout the semester for In-class assignment. Missed in-class assignments and work <u>cannot</u> be made-up. Please review the UNT Student Handbook of Code of Behavior</p>	<p>10 Points</p>
<p>Submitting Online Discussions: Begin assignments early in case of technical difficulties. For 4 times throughout the semester students will be asked a specific question or questions related to course materials. <i>These questions will be posted in the Blackboard.</i> You will have a minimum of THREE DAYS to post your response, read statements from other students and submit comments to them. Discussion Area submissions are worth total 4X5=20 points.</p>	<p>20 Points</p>
<p>Service Learning Presentation Scheduled presentations will be completed during class meeting. Typically 5-7 minutes is scheduled per presentation. PowerPoint presentations are encouraged but, not mandatory. All presentations must be accompanied by some form of visual enhancements, such as newspaper clipping, Internet printout, flyer, brochure, or a developed PowerPoint. Exceeding the maximum time frame will result in a 3-5 pt. penalty.</p>	<p>35 points</p>
<p>Quizzes/In-class Activities</p>	<p>40 points</p>
<p>There will be two exams worth of a total of 200 points (2X100). These two exams consist of short answer, essay, and/or multiple choice questions. All exams will cover material from readings and lecture. Exams are not cumulative, although key ideas and concepts will carry over.</p>	<p>200 points</p>

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Any student requesting academic accommodations based on a disability is required to register with Disability Services each semester. A letter of verification for approved accommodations can be obtained from this office. Please be sure the letter is delivered to me as early in the semester as possible. Disability Services is located in the Student Life Office in DAL2, Suite 200 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number is (972) 338-1775.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Class Assignment Policy:

Students are expected to use APA format & style on the formal essays, when using citations, and references listing. The suggested APA handbook is a great guidance tool. There are also various online sources that are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: <http://citationmachine.net/>. All Formal essays/papers must include APA Title (cover) page and submitted into Blackboard assignment box. See Rubrics and APA Title page attachment at the end of the syllabus. All assignments due on specific date by the beginning of class period. **Begin assignments early in case of technical difficulties.**

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Course Policies: Assume Technical responsibility. Begin your assignments early. Be proactive.

Learning Environment

We all have a right to be respected. In addition, since this is a Human Services class, it is especially beneficial to have an attitude of caring about others. Each member of the class is expected to treat others (and the instructor) with respect, to listen to others speak, and to refrain from distracting behavior. In order to ensure that everyone feels accepted and supported, negative comments related to race, ethnicity, religion, age, disability, sex or sexual orientation are not permitted. Students who disregard any of these policies will be suspended from the course until they have a meeting with me to discuss the terms of returning to class. The intent of this policy is to create an environment in which all students may maximize their learning potential.

Late Assignments: No late assignments accepted after 7 days. Progressive penalties applied. Some assignments not accepted LATE. Review policy for each assignment criteria. Blackboard is only means to deliver assignments dedicated as online Blackboard submission.

Service Learning Agreement; Contract;

See Blackboard Home Page... All forms must be completed and submitted by due dates. Please note the impact of unfavorable behavior and (or) report concerning student's performance, while interacting with the Service Learning Agency.

An unfavorable report from students' volunteer supervisor or the agency representative could result in decreased number of points for the Service Learning experience; being asked to discontinue Service Learning; and subsequent impact upon students' overall grade. Review UNT Student Handbook on Student's Code of Behavior.

APA Formatting and Avoiding Plagiarism

Students are expected to use APA format & style in their writing. This includes proper citation of sources and reference listing. The suggested APA handbook is a great guidance tool. There are also various online sources that are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: <http://citationmachine.net/>. All essays/papers must include APA Title (cover) page. See Rubrics and APA Title page attachment at the end of the syllabus.

Optional Policies

- ***Use of Blackboard/Blackboard-* All assignments assigned to Blackboard must be submitted no later than seven days of its due date. Any assignments assigned to Blackboard will not be accepted via instructors' email or hand delivered. (No exceptions). All assignments will be deducted by 3 points per day, after first 24 hours.**
- ***Use of Cell Phones & other Electronic Gadgets in the Classroom-* Use of cell phones or texting, etc., is not permitted in this classroom. You will be warned one time. Violations will affect your participation grade.**
- ***Food & Drink in the Classroom-* Refreshments will be permitted, unless this becomes bothersome, distracting or unsanitary.**
- ***Use of Laptops-* Laptops are allowed as long as students use the instrument for the sole purpose of coursework pertaining to this course. Students will be asked to shut down their computer, if this policy is violated. Student cannot use laptop in this class afterwards.**

WRITING TIPS

1. CLARITY: The writer expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The writer writes so the ideas can be easily understood and so that the reader does not have to struggle to understand what the writer is saying.

2. FLOW AND LOGIC: Is an introductory paragraph included to grab the writer's attention? The main idea should be clear before the end of the introduction. There should be an obvious sense of the writer's direction at the beginning of the paper, as well as throughout the paper.

3. CRITICAL THINKING: The writer needs to demonstrate the ability to analyze a subject from different perspectives, identify what is at stake in each perspective, and connect conclusions to the paper's central thesis. The writer will avoid presenting supportive examples without making clear the significance of these examples and how each advances the writer's point. Bloom's taxonomy is useful in the application of critical thinking.

4. GRAMMAR: The effective use of language and diction needs to be employed. Suitable verbiage to the subject and the audience is important.

5. MECHANICS & USAGE: Mechanics include standard conventions of spelling, capitalization, punctuation, and paragraph indentation. Correct use of verb tense, the apostrophe, subject-verb and noun-pronoun agreement, run-on and fragmented sentences, and misplaced and/or dangling modifiers.

0 Name:

Date:

APA GRADING RUBRIC

APA FORMAT	COMMENTS / DEDUCTIONS
Title Page:	
Margins/Line Spacing/Font	
Running Head/Page Numbers: top right corner	
Text:	
Margins/Line Spacing/Font	
Running Head/Page Numbers	
Headings: intro, discussion, conclusion	
Heading levels used consecutively	
Double space: entire manuscript, between lines of body text and titles, headings, block quotations, reference list	
Indent: first line of every paragraph one-half inch Align text to the left-hand margin	
Pages in order: title page, abstract, beginning of text, references on a new page	
Citations in Text:	
Referencing Quotations	
Quotes < or > 40 Words	
3-5 authors: write out all of the authors' names the first time they appear. Then use the first author's last name followed by "et al."	
In-text citations include the author's name and the publication year	
For a direct quotation, include the page number or specific location of phrase/sentences in original work	
Properly cited in text: every article mentioned in the paper should have an entry	
Reference List:	
Page Format: center the title	
Proper Use of Italics	
Author/Editor Information	
Alphabetizing Names	
Double space all entries	
Other Issues:	

Classroom Participation Rubric

Unsatisfactory – 1 did not meet expectations

Developing – 2 demonstrates partial completion of expectations

Accomplished – 3 demonstrates achievement of performance level

Masterful – 4 demonstrates exemplary achievement of highest expectations

Criterion	Quality			
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; often articulates "fit" of readings with topic at hand (4 points)	occasionally cites from readings; sometimes uses readings to support points; occasionally articulates "fit" of readings with topic at hand (3)	rarely able to cite from readings; rarely uses readings to support points; rarely articulates "fit" of readings with topic at hand (2)	unable to cite from readings; cannot use readings to support points; cannot articulate "fit" of readings with topic at hand (1)
Interaction/participation in classroom discussions	always a willing participant, responds frequently to questions; routinely volunteers point of view (4 points)	often a willing participant, responds occasionally to questions; occasionally volunteers point of view (3)	rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view (2)	never a willing participant, never able to respond to questions; never volunteers point of view (1)
Interaction/participation in classroom learning activities	always a willing participant; acts appropriately during all role plays; etc., responds frequently to questions; routinely volunteers point of view (4 points)	often a willing participant; acts appropriately during role plays; etc., responds occasionally to questions; occasionally volunteers point of view (3)	rarely a willing participant, occasionally acts inappropriately during role plays; etc., rarely able to respond to direct questions; rarely volunteers point of view (2)	never a willing participant, often acts inappropriately during role plays; etc., never able to respond to direct questions; never volunteers point of view (1)
Demonstration of	always	rarely unprepared;	often unprepared;	rarely

professional attitude and demeanor

demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class **(4 points)**

rarely arrives late; occasionally solicits instructors' perspective outside class **(3)**

occasionally arrives late; rarely solicits instructors' perspective outside class **(2)**

prepared; often arrives late; never solicits instructors' perspective outside class **(1)**

**SOCIAL PROBLEMS PAPER
GRADING RUBIC**

Content and Structure Unsatisfactory – 1 did not meet expectations Developing – 2 demonstrates partial completion of expectations Accomplished – 3 demonstrates achievement of performance level Masterful – 4 demonstrates exemplary achievement of highest expectations	<i>Poor</i> (1)	<i>Adequate</i> (2)	<i>Good</i> (3)	<i>Excellent</i> (4)
1. Did student discuss an introduction to the problem (Flow/Logic)?				
2. Did student explain research on current nonprofits and agencies designed to combat the problem?				
3. Did the student discuss the primary funding source(s) of the agency?				
4. Did the student discuss personal solutions for the future?				
5. Did the student discuss what should be done to improve the social problem? Did the student use original ideas?				
6. Did the student explain the problem and suggest solutions using at least 5 references?				
7. Did the student discuss how the presentation on Motives of Services to define the student’s passion to address the social problem?				
8. Grammar and Editing: The writing is free or almost free of errors (e.g. spelling, sentence structure and grammar).				
9. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other.				
10. APA format is used accurately and consistently in the paper and on the “References” page.				
TOTAL = _____ score				

**SERVICE LEARNING
REFLECTIVE PAPER EVALUATION**

Content and Structure Unsatisfactory – 1 did not meet expectations Developing – 2 demonstrates partial completion of expectations Accomplished – 3 demonstrates achievement of performance level Masterful – 4 demonstrates exemplary achievement of highest expectations	Poor (1)	Adequate (2)	Good (3)	Excellent (4)
11. Did student identify the organization mission and target population?				
12. Did student what happened at the service site? What service was performed				
13. Did the student discuss who he/she interacted with and what that person's role entailed?				
14. Did the student identify organizations strengths and challenges?				
15. Did the student examine the significance of the service and what it meant personally?				
16. Did the student explain what was learned that enhances the classroom instruction, what skills and knowledge from class was used or applied?				
17. Did the student provide at least three examples of what impact the experience had on his/her learning process? Did student make a connection between this experience and future career or educational endeavors?				
18. Grammar and Editing: The writing is free or almost free of errors.				
19. Clear and logical flow of paragraphs, sentences, and ideas. Paragraphs are logical. Sentences are well-phrased. Ideas are usually clearly linked to each other.				
20. APA format is used accurately and consistently in the paper and on the "References" page.				
TOTAL = _____ score				

PRESENTATION EVALUATION
Instructor Form

Date:	Topic:
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Rate from poor to excellent

Issues to be addressed in Presentation Unsatisfactory – 1 did not meet expectations Developing – 2 demonstrates partial completion of expectations Accomplished – 3 demonstrates achievement of performance level Masterful – 4 demonstrates exemplary achievement of highest expectations	<i>Poor</i> (1)	<i>Adequate</i> (2)	<i>Good</i> (3)	<i>Excellent</i> (4)
Opening/Introduction :				
<ul style="list-style-type: none"> • Immediately captured the interest of the audience and convinced them to pay attention? Introduced self/group? 				
<ul style="list-style-type: none"> • Stated what would be covered and how it would be covered? 				
Organization:				
<ul style="list-style-type: none"> • Presentation was well organized? 				
<ul style="list-style-type: none"> • Progression of ideas was easy to follow? 				
<ul style="list-style-type: none"> • Main ideas were clearly distinguished into important sections? 				
Content:				
<ul style="list-style-type: none"> • Support facts and data were adequate? 				
<ul style="list-style-type: none"> • Information geared toward the needs and concerns of the audience ? 				
<ul style="list-style-type: none"> • Used personal/professional experiences to make a point? 				
Delivery Style:				
<ul style="list-style-type: none"> • Presentation was not read from a pre-written speech? 				
<ul style="list-style-type: none"> • Presenter/s well prepared? 				
<ul style="list-style-type: none"> • Used a natural and appropriate speaking style? 				
<ul style="list-style-type: none"> • Did not speak too fast or too slow? 				
<ul style="list-style-type: none"> • Used appropriate eye contact? 				
<ul style="list-style-type: none"> • Used appropriate body language? 				
<ul style="list-style-type: none"> • Affect was appropriate (e.g. enthusiasm, confident, concerned, etc.) 				
Audio Visual Aids				
<ul style="list-style-type: none"> • Audiovisuals were titled, clear, easy to understand? 				
<ul style="list-style-type: none"> • Used appropriately in presentation? 				
<ul style="list-style-type: none"> • Presenters were familiar with the use of technology and demonstrated a level of confidence? 				
The Closing				
<ul style="list-style-type: none"> • Conclusion summarized the presentation? 				
<ul style="list-style-type: none"> • Major point – results and their importance were emphasized? 				

Audience Participation				
<ul style="list-style-type: none"> • Presenter/s found a way to get the audience involved in the presentation (e.g. asked a list of questions and audience answered appropriately)? 				
/40 = _____ score				

<p>Overall Evaluation</p> <p style="text-align: center;">COMMENTS: (Strengths and Needs of Presentation, other issues?)</p>
