

*Prepared, Able, and Responsive*

**AUGUSTA STATE UNIVERSITY**  
College of Education  
Department of Educational Leadership Counseling and Special Education  
Counselor Education Program

**FALL 2009**

**COUN 6680:**                   **THEORIES AND TECHNIQUES OF COUNSELING**  
**CREDIT:**                    3 semester hours (3-0-3)  
**PREREQUISITE:**            COUN 6680 Communication Skills in Counseling (prior or concurrent)

**CLASS MEETING:**        Tuesdays, 5:00-9:00 p.m.; Classroom: UH 314  
**CLASS DATES:**            October 20 and 27; November 3, 10, 17, and 24; December 1 and 8

**INSTRUCTOR:**            **Paulette M. Schenck, PhD, Assistant Professor**  
Office: 706-729-2444            Office Fax: 706-667-4490  
Office: UH 322                    Email: pschenck@aug.edu  
Office hours: Mon/Tues/Wed, 1:00-4:30 pm, or by appointment

**COURSE DESCRIPTION:**

An introduction to the theoretical approaches to counseling and their practical applications in a variety of clinical settings. Students will examine the effects of different counselor roles and values, ethical and legal considerations, and professional organizations.

**TEXTBOOK REQUIREMENTS:**

**Required:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Boston: Lakaska Press.
- Frankl, V. E. (2006). *Man's search for meaning*. Boston: Beacon Press (or any other edition of this book).

**Optional:**

- Corey, G. (2009). *Student manual for theory and practice of counseling and psychotherapy* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

**LIVETEXT:**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**COURSE OBJECTIVES:**

Upon completion of this course, and within a multicultural framework, the student will be able to develop an understanding and ability to apply knowledge, skills, and professional dispositions related to:

1. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups.
2. counselor characteristics and behaviors that influence helping processes.
3. counseling theories that help the student select appropriate counseling interventions.
4. a systems perspective that provides an understanding of family and other systems.
5. general framework for understanding and practicing consultation.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:**

*Understanding for Teaching, Teaching for Understanding*

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

**Element: Prepared (PD)**

- P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.
- P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.
- P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.
- P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.
- P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

**Element: Able (AD)**

- A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
- A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social,

## *Prepared, Able, and Responsive*

and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

### **Element: Responsive (RD)**

- R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.
- R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.
- R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
- R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **TECHNOLOGY COMPETENCIES:**

Upon completion of the course, students will be able to:

1. evaluate and use computers and related technologies to support the instructional process.
2. demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
3. demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities, and
4. use computer-based technologies to access information to enhance personal and professional productivity.

### **PROGRAM SPECIFIC STANDARDS:**

Through course assignments and field experiences associated with this course, students will demonstrate knowledge, skills and dispositions associated with BOR principles IIA(9).

### **METHODS OF INSTRUCTION:**

The methods of instruction for this course will be lecture, PowerPoint presentations, small group activities, group projects, role-plays, student research and application, and student presentations.

## CLASS SCHEDULE

WEEK	TOPIC	ASSIGNMENTS
<b>1</b> Oct 20	<b>Course Orientation</b> <b>Counselor: Person and Professional Ethical Considerations</b>	<b>READ:</b> Corey: Chapters 1, 2, 3 <b>DOWNLOAD:</b> Ethical Standards, American Counseling Association ( <a href="http://www.counseling.org">http://www.counseling.org</a> ) <b>DUE:</b> <ul style="list-style-type: none"><li>• Select debate teams</li><li>• Homework: Counselor's Belief Worksheet</li></ul>
<b>2</b> Oct 27	<b>Psychoanalytic / Modern Psychodynamic Theory</b> <b>Adlerian Therapy (Alfred Adler)</b>	<b>DUE: Counselor's Beliefs Worksheet</b> <b>READ:</b> Corey: Chapters 4 & 5 <b>DOWNLOAD:</b> Stein, H. T. (n.d.). <i>Adlerian overview of birth order characteristics</i> . Alfred Adler Institutes of San Francisco and Northwestern Washington. <a href="http://ourworld.compuserve.com/homepages/hstein/birthord.htm">http://ourworld.compuserve.com/homepages/hstein/birthord.htm</a>  Stein, H. T. (n.d.). <i>Adult consequences of childhood parenting styles: Chart 1 and 2</i> . Alfred Adler Institutes of San Francisco and Northwestern Washington. <a href="http://ourworld.compuserve.com/homepages/hstein/adult.htm">http://ourworld.compuserve.com/homepages/hstein/adult.htm</a>  Stein, H. T. (1997). <i>Stages of classical Adlerian psychotherapy</i> . Alfred Adler Institutes of San Francisco and Northwestern Washington. <a href="http://ourworld.compuserve.com/homepages/hstein/stages.htm">http://ourworld.compuserve.com/homepages/hstein/stages.htm</a>  Stein, H. T. (2004). <i>Adlerian child guidance principles</i> . Alfred Adler Institutes of San Francisco and Northwestern Washington. <a href="http://ourworld.compuserve.com/homepages/hstein/guid.htm">http://ourworld.compuserve.com/homepages/hstein/guid.htm</a>

*Prepared, Able, and Responsive*

<p style="text-align: center;"><b>3</b> Nov 3</p>	<p><b>Existentialism</b> (<i>Victor Frankl, Rollo May</i>) <b>Person-Centered Approach</b> (<i>Carl Rogers</i>)</p>	<p><b>READ:</b> Corey: Chapters 6 &amp; 7</p>
<p style="text-align: center;"><b>4</b> Nov 10</p>	<p><b>Gestalt Therapy</b> (<i>Fritz Perls</i>) <b>Behavior Therapy</b> (<i>B. F. Skinner</i>)</p>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Debate #1</b></li> <li>• <b>Book Review</b> (<i>Man's Search for Meaning</i>)</li> </ul> <p><b>READ:</b> Corey: Chapters 8 &amp; 9</p>
<p style="text-align: center;"><b>5</b> Nov 17</p>	<p><b>Rational Emotive Behavior Therapy</b> (<i>Albert Ellis</i>) <b>Cognitive Therapy</b> (<i>Aaron Beck</i>) <b>MIDTERM EXAM</b></p>	<p><b>DUE: Debate #2</b></p> <p><b>READ:</b> Corey: 10</p> <p><b>DOWNLOAD:</b></p> <ul style="list-style-type: none"> <li>• <b>Irrational Thoughts:</b> Boeree, G. (2006). Personality Theories: Albert Ellis. <a href="http://webspace.ship.edu/cgboer/ellis.html">http://webspace.ship.edu/cgboer/ellis.html</a></li> <li>• <b>Humorous Songs:</b> <a href="http://web.utk.edu/~thompson/songs.html">http://web.utk.edu/~thompson/songs.html</a></li> </ul>
<p style="text-align: center;"><b>6</b> Nov 24</p>	<p><b>Reality Therapy</b> (<i>Bill Glasser</i>) <b>Feminist Therapy</b> <b>Survivor Therapy</b> (<i>Lenore Walker</i>)</p>	<p><b>DUE: Video Project</b></p> <p><b>READ:</b> Corey: Chapters 11 &amp; 12</p>
<p style="text-align: center;"><b>7</b> Dec 1</p>	<p><b>Postmodern Therapy</b> Solution-Focused Brief Therapy Narrative Therapy  <b>Family Systems Theory Techniques</b> <b>Course Evaluation</b></p>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Debate #3</b></li> <li>• <b>Research Paper</b></li> </ul> <p><b>READ:</b> Corey: Chapters 13, 14, and 15</p>

<b>8</b> Dec 8	<b>FINAL EXAM</b>	<b>DUE: Debate #4</b>
<b>No assignment will be accepted after December 8 without instructor's prior approval.</b>		

Course schedule may be modified at the discretion of the instructor

**PERFORMANCE ASSESSMENT**

Class Participation	50 pts
Debate	150 pts
Research Paper	200 pts
Counseling Session Recording	200 pts
Book Review	100 pts
Mid-Term Exam	150 pts
Final Exam	150 pts
<b>Total Possible Points</b>	<b>1100 pts</b>

**Grading Scale:**

<b>A = 900-1000 pts</b>	<b>B = 800-899 pts</b>	<b>C = 700-799 pts</b>
<b>D = 600-699 pts</b>	<b>F = 599 or below pts</b>	

**COURSE REQUIREMENTS**

**DEBATES / GROUP PRESENTATIONS**

**150 Possible Points**

**DUE: Week 4, 5, 7, or 8**

Students will be divided into four small groups to form panels of theorists. As theorists who are dedicated to your beliefs, you will engage in debates with other theorists regarding your ideas about your chosen theory in the form of a 45-minute class presentation. The purpose of this assignment is to compare and contrast the selected theories in as interesting a manner as possible. Creativity is encouraged. A schedule of groups and chosen theories will be developed in class and further information will be given during the semester. You will share new material (outside class resources) about your chosen theory, current research, and its application with particular populations, and incorporate these NEW ideas into your discussion. The information presented may include, but should go well beyond, information presented in the text. Provide handouts in which you compare and contrast the theories for all students for use in class, whether or not you include a PowerPoint presentation. Be sure to include reference citations for all works cited and a reference page in your handouts.

Grades will be based on ability to accurately represent the theory which you have chosen/are assigned and follow the designated format, the degree to which the group compares and contrasts the theories, your ability to effectively communicate your ideas, the evidence of thorough preparation of the group, equal participation of group members in the presentation, and the creativity of the group. Refer to presentation grading rubric

*Prepared, Able, and Responsive*

for specific requirements.

Teams will be responsible for theories covered in the following chapters:

- Debate Team 1:** Chapters 4, 5, 6
- Debate Team 2:** Chapters 7, 8, 9
- Debate Team 3:** Chapters 10, 11, 12
- Debate Team 4:** Chapters 13 and 14

Final project will be evaluated in the following manner:

Overall quality of presentation	50 points (group score)
Quality of handouts / resource material	50 points (group score)
Presentation skills	50 points (individual score)

**BOOK REVIEW: Man’s Search for Meaning**

**100 Possible Points**

**DUE: Week 4**

In a 3-5 page paper, students will review the salient points of Viktor Frankl’s *Man’s Search for Meaning* (2006). Students will compare Frankl’s views with their own and discuss how this work has influenced the counseling profession. Assignment is to be sent electronically to the instructor.

**RESEARCH PAPER**

*Portfolio Assignment*

**DUE: Week 7**

**200 Possible Points**

Select a theory of counseling you would like to investigate further. The theory chosen for your research paper

- may be the same as you selected for the debate or videotape project, but not both.
- may not be Person-Centered Therapy (Carl Rogers). Because person-centered therapy is foundational for all counseling, the purpose of this paper is to explore other counseling theories.

This paper should be 7 to 10 pages in length and follow American Psychological Association publication guidelines (double-spaced with one inch margins around, have title and reference pages, and contain a running head and header) (refer to Written Assignment Guidelines later in the syllabus). Assignment is to be sent electronically to the instructor.

In this paper you must clarify your beliefs about your chosen theoretical orientation by including the following sections, which should appear as headings in your paper, in this order:

1. **Overview of Theory:** brief overview of the theory (one page maximum).
2. **Techniques and Interventions:** brief discussion of techniques and interventions which specifically pertain to your theory (one page maximum).
3. **Literature Review:** summary of your research findings (reviewed articles and books) (largest section of paper). You should review a minimum of seven outside references for this paper. See discussion below.
4. **Personal Reactions and Reflections:** personal reactions and reflections regarding the theory and its usefulness for the population with whom you intend to work upon completion of your degree. This should be a thoughtful and relevant reflection about the theory and its techniques in which you explain what you like about the theory and with whom you would use it in the future (one to one and a half pages in length).

*Literature Review*

## *Prepared, Able, and Responsive*

This paper requires a minimum of seven outside references that inform and expand your knowledge about this theory. Limit your research to peer-reviewed and scholarly works (see list of appropriate journals listed below). All references articles should be published **within the last ten years** and preferably issued from American Counseling Association (ACA) journals which include the following:

*Counseling and Values*  
*Counselor Education and Supervision*  
*Elementary School Guidance and Counseling*  
*Journal for Specialists in Group Work*  
*Journal of Addictions and Offender Counseling*  
*Journal of College Student Development* (published by ACPA, a former ACA division)  
*Journal of Counseling and Development*  
*Journal of Employment Counseling*  
*Journal of Humanistic Education and Development*  
*Journal of Mental Health Counseling*  
*Journal of Multicultural Counseling and Development*  
*Measurement and Evaluation in Counseling and Development*  
*Rehabilitation Counseling Bulletin*  
*The Career Development Quarterly*  
*The Family Journal: Counseling and Therapy for Counseling and Families*  
*The Professional School Counselor*  
*The School Counselor*

Research papers will be graded on your ability to follow the established guidelines, summarize main points accurately, quality of new information about your theory, thoughtfulness of reactions, clarity of expression, and organization of ideas. Refer to the Written Paper Rubric for more specific guidelines.

### **COUNSELING SESSION RECORDING**

**200 Possible Points**

#### **DUE: Week 6**

You will work with a class partner to practice being a counselor who adheres to one specific theoretical perspective. You will produce a 20-minute video/DVD of a mock counseling session where you as the counselor interview the client and utilize processes, techniques, and interventions specific to the named theory. The theory chosen for your videotape project may be the same as you selected for the debate or research paper, but not both.

Along with the video/DVD, you will submit a **two-page critique** of your tape. In this critique, after reviewing the taped session, you point out your *strengths* (the areas of the tape in which you displayed skills and techniques consistent with your theory) and *areas for growth* (things you might do differently if you were to have the same session again).

Your video/DVD should be placed in a manila envelope and submitted to the instructor in class during Week 6. Your written critique should be emailed to the instructor (see instructions about electronic submission of work). Tapes that are not **clearly audible** or in which both client and counselor cannot clearly be seen will not be graded, and the grade for the assignment will be 0. Be sure your tape/DVD will work on the instructor's player or computer before submitting it for a grade.

Students may reserve a Viewing Room through the ASU Media Center (706-7298-1703) to record counseling sessions. Rooms are available by appointment only and video equipment can be checked out. Check with the Media Center for their hours.

*Prepared, Able, and Responsive*

Project will be evaluated on the following criteria:

Tapes/video	100 points
Recording critique	100 points

**MIDTERM / FINAL EXAM**

**150 Possible Points Each**

**DUE: Week 5 and Week 8**

The mid-term and final exams may consist of 125 true-false, multiple choice questions, and matching terms and their definitions based on readings from the textbook, class discussions, videotapes, and student presentations. Both exams are open-book; students may bring their textbook (and no other material) and use it during both exams. Exams will cover the following course material:

Midterm (Week 5):	Corey, Chapters 1-9
Final (Week 8):	Corey, Chapters 10-15

**CLASS PARTICIPATION**

**50 Possible Points**

Students are expected to come to class having read the assigned material, and be prepared to answer and raise questions about each assigned topic. The quality of their participation in class discussions and activities will be assessed and will contribute to their final grade.

Students are expected to attend all classes. Students may be withdrawn from classes by faculty if too much class time is missed (more than 10 percent – in an 8-week format, that means not more than one class) (see University Catalog-Class Attendance section). In the event you must miss a class, see a classmate regarding the information presented in the class.

**OTHER IMPORTANT INFORMATION:**

**Written Assignment Guidelines.** All assignments will follow the 2010 APA guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in Times New Roman 12 point.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student’s last name, and page number.
- A reference page should accompany each assignment when citations or references (see examples of referencing assessments below) occur within the assignment text.
- Neither the title page nor reference page/appendices may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

**Due Dates.** Unless otherwise indicated, any assignment may be submitted before the due date. Notable exceptions to submitting assignments early would be student classroom presentations. All assignments are expected to be completed and submitted no later than the start of class on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent reduction per day past the due date, in accordance with program guidelines.

**Electronic Submission of Work.** Unless otherwise stated, all written assignments must be submitted electronically as an attachment to an email to the instructor (pschenck@aug.edu) in Microsoft Word document format (.doc or .docx). If using an Apple, submit in rich text format (.rtf). No other format will be accepted. The subject line for emails containing assignments must clearly state: **COUN 6680 ASSIGNMENT.**

**Writing Assistance.** Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

### **ACADEMIC HONESTY:**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p. 43)

### **PIPELINE ACCOUNTS:**

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 706-737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

### **DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING AND SPECIAL EDUCATION WEBSITE:**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **WRITING CENTER:**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **STUDENTS WITH DISABILITIES:**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

*Prepared, Able, and Responsive*

**STUDENT SAFETY:**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

**CELL PHONES:**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

## **BIBLIOGRAPHY**

- Baldwin, M., & Satir, V. (1987). *The use of self in therapy*. Binghamton, NY: Haworth Press.
- Bankart, C. P. (1997). *Talking cures: A history of western and eastern psychotherapies*. Pacific Grove, CA: Brooks/Cole.
- Becvar, D. S., & Becvar R. J. (2003). *Family therapy: A systemic integration*. Boston: Allyn and Bacon.
- Corey, G., Corey, M. S., & Callanan, P. (1998). *Issues and ethics in the helping professions* (5th ed.). Pacific Grove, CA: Brooks/Cole.
- Corey, M. S., & Corey, G. (2007). *Becoming a helper*. Belmont, CA: Thomson Brooks/Cole.
- Frankl, V. E. (2006). *Man's search for meaning*. Boston: Beacon Press.
- Hackney, H., & Cormier, S. (2005). *The professional counselor: A process guide to helping*. Boston: Pearson Education.
- Halbur, D., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. Boston: Pearson Education.
- Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2002). *Theories of counseling and psychotherapy: A multicultural perspective* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.
- James, R. K., & Gilliland, B. E. (2003). *Theories and strategies in counseling and psychotherapy*. Boston: Allyn and Bacon.
- Kottler, J. A. (2004). *Introduction to therapeutic counseling*. Pacific Grove, CA: Brooks/Cole- Thomson Learning.
- Neukrug, E. (2007). *The world of the counselor: An introduction to the counseling profession*. Belmont, CA: Thomson Brooks/Cole.

*Prepared, Able, and Responsive*

**AUGUSTA STATE UNIVERSITY**  
College of Education  
Department of Educational Leadership, Counseling, and Special Education  
Counselor Education Program

**WRITING RUBRIC**

**Student name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

1-4	5	6-7	8	9-10	Score
<b>WRITING MECHANICS:</b>					
<b>Organization</b> — paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.					
<input type="checkbox"/> Little sense of direction <input type="checkbox"/> Paragraphs do not cohere <input type="checkbox"/> No transitions <input type="checkbox"/> Details do not relate to topic <input type="checkbox"/> No clear beginning/ending <input type="checkbox"/> Noticeable information gaps		<input type="checkbox"/> Sequence logical <input type="checkbox"/> Paragraphs cohere most of the time <input type="checkbox"/> May be missing transitions <input type="checkbox"/> Some details missing <input type="checkbox"/> Start/finish need improvement		<input type="checkbox"/> Sequence enhances understanding of topic <input type="checkbox"/> Paragraphs cohere <input type="checkbox"/> Transitions work well <input type="checkbox"/> Details fit/enhance piece <input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle	<b>/10 pts</b>
<b>Word Choice / Sentence Structure</b> — writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.					
<input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Meaning difficult to determine <input type="checkbox"/> Wording often inaccurate <input type="checkbox"/> Clichés appear frequently <input type="checkbox"/> Rambling, awkward phrasing <input type="checkbox"/> Choppy, incomplete sentences <input type="checkbox"/> No variety		<input type="checkbox"/> Vocabulary ordinary <input type="checkbox"/> Words lack precision; meaning is lost occasionally <input type="checkbox"/> Clichés occasionally appear <input type="checkbox"/> Structure usually correct <input type="checkbox"/> Sometimes awkward <input type="checkbox"/> Doesn't flow smoothly <input type="checkbox"/> Some variety in structure		<input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic <input type="checkbox"/> Strong, full, rich imagery as appropriate <input type="checkbox"/> Words are concise, eloquent <input type="checkbox"/> Words are chosen carefully / carry their own weight <input type="checkbox"/> Flows easily if read aloud <input type="checkbox"/> Structure effective, deliberate <input type="checkbox"/> Varied sentence structure	<b>/10 pts</b>
<b>Mechanics</b> — writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.					
<input type="checkbox"/> Numerous errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Some errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Sophisticated use of mechanics <input type="checkbox"/> Few errors in <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation and capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other	<b>/10 pts</b>
<b>APA Guidelines</b> — writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.					
More than 5 errors in paper <input type="checkbox"/> omitted to cite reference in text <input type="checkbox"/> incorrectly cited reference in text <input type="checkbox"/> improper headings <input type="checkbox"/> reference sheet missing or improperly formatted		Not more than 5 errors in paper <input type="checkbox"/> sometimes failed to cite reference <input type="checkbox"/> some incorrectly formatted citations <input type="checkbox"/> some errors in headings <input type="checkbox"/> some errors in reference citations		Not more than 3 errors in paper Demonstrates understanding of APA formatting in <input type="checkbox"/> citations within text <input type="checkbox"/> heading formation <input type="checkbox"/> reference page	<b>/10 pts</b>
<b>TOTAL POINTS FOR WRITING MECHANICS</b>					<b>/ 40 pts</b>

**Comments:**

*Prepared, Able, and Responsive*

<b>IDEAS AND CONTENT:</b>					
<b>1-4</b>	<b>5</b>	<b>6-7</b>	<b>8</b>	<b>9-10</b>	<b>Score</b>
<b>Ideas and Content</b> – writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.					
<input type="checkbox"/> Needs fully developed purpose <input type="checkbox"/> No central idea <input type="checkbox"/> No balance <input type="checkbox"/> No knowledge of topic <input type="checkbox"/> Details missing <input type="checkbox"/> No critical thinking evident		<input type="checkbox"/> Purpose reasonably clear <input type="checkbox"/> Ideas could be more appealing <input type="checkbox"/> Balance a little off <input type="checkbox"/> Knowledge of topic limited <input type="checkbox"/> Skippy supporting details <input type="checkbox"/> Little critical thinking evident		<input type="checkbox"/> Clear purpose <input type="checkbox"/> Ideas conveyed in insightful, original manner <input type="checkbox"/> Paper is balanced/important ideas stand out <input type="checkbox"/> Knows topic well <input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	<b>/50 pts</b>
<b>Requirements of Assignment</b> – has met all requirements of assignment					
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	<b>/10 pts</b>
<b>TOTAL POINTS FOR IDEAS AND CONTENT</b>					<b>/ 60 pts</b>

**Total Rubric Points** \_\_\_\_\_/100 pts

**Total Earned Points for this Paper**  
 (total points as % x total possible points for assignment) \_\_\_\_\_ pts

**Comments:**

*This modified rubric is printed with permission of author Gayle Hammons, Assistant Professor of Communications, University of Alaska Southeast, Sitka, AK*

*Prepared, Able, and Responsive*

AUGUSTA STATE UNIVERSITY  
College of Education - Counselor Education Program

**ORAL PRESENTATION RUBRIC**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Presentation topic: \_\_\_\_\_

1-4	5	6-7	8	9-10	Score
<b>TECHNICAL ASPECTS OF PRESENTATION: how a presentation is delivered</b>					
<b>Language Skills – presenter effectively uses language to enhance flow and understanding of presentation.</b>					
___ limited or often repeated vocabulary, no variety ___ does not use or uses incorrectly terms appropriate to topic ___ incomplete thoughts ___ rambling, awkward phrasing ___ difficult to understand topic		___ adequate but sometimes ordinary vocabulary ___ occasional awkward wording ___ sometimes uses clichés		___ accurate, interesting vocabulary appropriate to topic ___ wording is full, rich, enhances understanding of topic ___ eloquent, smooth, natural sentence structure	<b>/ 10 pts</b>
<b>Physical Delivery – presenter effectively uses physical delivery techniques to create and maintain interest in presentation</b>					
___ delivery is choppy ___ posture and movement distracting ___ little or no eye contact with audience		___ some nervous or limited gestures ___ demeanor is stiff, tense, or too relaxed/casual ___ sporadic or fixed eye contact with certain portion of audience		___ relaxed posture, exudes confidence ___ gestures enhance presentation ___ maintains eye contact with entire audience	<b>/ 10 pts</b>
<b>Vocal Delivery – presenter has command of vocal delivery; vocal ability supports quality of presentation</b>					
___ enunciation, volume, or pacing problem ___ difficult to hear or understand ___ monotone ___ frequent pauses, seems distracted or confused ___ difficult to follow ___ frequent gap fillers (um, err, ah)		___ generally uses appropriate enunciation volume, and pacing ___ sometimes difficult to understand ___ ordinary or minimal inflection ___ some random pauses that do not support presentation ___ some gap fillers (um, err, ah)		___ eloquent throughout presentation ___ enunciates clearly ___ effective volume and pacing ___ inflection conveys emotion and enhances meaning ___ effectively uses silence, pauses to collect thoughts or build suspense ___ no or limited gap fillers (um, err, ah)	<b>/ 10 pts</b>
<b>Audio/Visual Aids – presenter effectively uses audio-visually to convey and support main topics of presentation</b>					
___ no aids used in presentation ___ aids do not reflect careful preparation or selection ___ aids not related to topic ___ aids difficult to see or be heard by entire audience.		___ aids add some but limited meaning ___ aids are adequately prepared/chosen ___ aids are related to topic ___ aids are generally visible to or heard by entire audience		___ aids enhance presentation and engage audience ___ aids are carefully prepared / chosen ___ aids are clearly visible to or heard by entire audience ___ aids are interesting, appropriate to the topic	<b>/ 10 pts</b>

*Continue on next page*

*Prepared, Able, and Responsive*

1-4	5	6-7	8	9-10	Score
<b>Organization — begins with enticing introduction, transitioning logically to a strong and rational conclusion. Details support premise of presentation</b>					
<ul style="list-style-type: none"> <li>___ no or limited introduction</li> <li>___ little sense of direction</li> <li>___ jerky organization of ideas</li> <li>___ no or incomplete transitions</li> <li>___ limited use of details</li> <li>___ details not related to topic</li> <li>___ noticeable information gaps</li> <li>___ no central idea</li> <li>___ limited or unsatisfying conclusion</li> <li>___ misuses time, either ending too soon or going over time limit</li> </ul>		<ul style="list-style-type: none"> <li>___ introduction is ordinary or brief</li> <li>___ some transitions may be missing or do not flow easily</li> <li>___ limited or overuse of details</li> <li>___ details at times do not support premise</li> <li>___ ideas could be more appealing</li> <li>___ conclusion needs improvement</li> <li>___ uses time appropriately</li> </ul>		<ul style="list-style-type: none"> <li>___ introduction is enticing</li> <li>___ clear purpose</li> <li>___ transitions easily lead audience through presentation</li> <li>___ sequence of ideas is logical and easily understood, enhances understanding</li> <li>___ details fit and enhance presentation</li> <li>___ satisfying conclusion brings presentation full circle</li> <li>___ uses time to the fullest</li> </ul>	<b>/ 10 pts</b>
<b>Technical Aspects Of Presentation Total</b>					<b>/ 50 pts</b>
<b>CONTENT: what is presented</b>					
<ul style="list-style-type: none"> <li>___ poor coverage of topic</li> <li>___ displays limited knowledge of topic</li> <li>___ few or no resources supporting topic</li> <li>___ no, little, or inappropriate attempt to meld theoretical with practical</li> <li>___ no, little, or inappropriate historical perspective</li> <li>___ no, little, or inappropriate review of literature</li> <li>___ review of literature not current</li> <li>___ topic tangential to course focus</li> </ul>		<ul style="list-style-type: none"> <li>___ adequate coverage of topic</li> <li>___ displays broad knowledge regarding topic</li> <li>___ limited resources supporting topic</li> <li>___ minimally incorporates theoretical with practical</li> <li>___ limited historical perspective</li> <li>___ limited review of literature</li> <li>___ review of literature not current</li> <li>___ topic minimally relevant to course focus</li> </ul>		<ul style="list-style-type: none"> <li>___ thorough coverage of topic</li> <li>___ displays great depth of knowledge regarding topic</li> <li>___ incorporates multiple resources</li> <li>___ skillfully weaves theoretical with practical aspects of topic</li> <li>___ appropriately melds historical and current knowledge regarding topic</li> <li>___ demonstrates thorough review of current literature regarding topic</li> <li>___ topic enhances and expands knowledge of course focus</li> </ul>	<b>/50 pts</b>
<b>PRESENTATION TOTAL (combination of technical aspects and content)</b>					<b>/100 pts</b>

**Total Rubric Points**

\_\_\_\_\_ /100 pts

**Total Earned Points for this Paper**

(total points as % x total possible points for assignment)

\_\_\_\_\_ pts

**Additional comments:**