

Prepared, Able, and Responsive

Follow the general guidelines above. Identify and describe an actual school (elementary, middle, or secondary) at which you would prefer to work when you become a school counselor. Discuss the physical location, socio-economic level of students' families, ethnic mix of students, and general atmosphere among administrators, teachers and students that exists in the school.

Assume that you are the counselor at this school and have been given the opportunity to have one hour with the same class each Monday five weeks in a row for the purpose of career development. Plan what you will do with the students during these five hours. Link these activities with corresponding American School Counseling Association (ASCA) career development competencies (ASCA National Model, 2003, pp. 104-105). A copy of these competencies will be forwarded to you. You may consider some of the ideas in Appendix E, F, and G of the course text (Zunker, 2006).

Information Resources for Existing Schools: You can get information about your school such as size of school, ethnic mix of students, and annual progress status from the following two resources:

Great Schools (<http://www.greatschools.net>)

- Select town and state
- Choose category of school (elementary, middle, high school)
- Once school comes up, select school name for more information

Department of Education (<http://www.doe.k12.ga.us/>)

- School Finder – locate school
- Check out school profile and AYP report

Community Counselors:

Following the general guidelines listed above. Select and describe in detail an actual community setting and community population you plan to serve. Plan a 5-session career-focused training. Identify and describe topics to be covered, goals, lesson plans, activities, and training evaluations. Include resources you plan to use for this training. Link activities to corresponding National Career Development Guidelines' competencies (a copy will be forwarded to you).

CLASS PARTICIPATION

Total Possible Points: 160 pts

This class will be conducted in a seminar format and, as such, will rely heavily on class discussion and participation. Your presence, preparation, and participation are essential. The quality of your participation is dependent on providing concrete illustrations and insightful analysis based on reading and other students' ideas; building on, critiquing or seeking clarification of discussion points; drawing out others in the discussion, and helping to keep discussion on track. The quality of participation in class activities, demonstration of leadership skills, and presence, preparation, and participation in class discussions will be evaluated as level of contributing to the learning climate. To help foster this learning climate, students are asked to mute or turn off cell phones and/or pagers during class time.

Due to the accelerated delivery of course material, students may not miss more than one class period without possible grade reduction or possibly being asked to withdraw from the course.

OTHER IMPORTANT INFORMATION:

Written Assignment Guidelines. The course has a combination of informal and formal assignments. Unless otherwise indicated, all assignments are considered formal.

Informal assignments

Most often, informal assignments entail completing forms with short answers. These answers may be phrases (complete sentences are not necessary) and are single-spaced within the form. The purpose of informal assignments is to assist student reflection and enhance class discussion.

Formal assignments

- Expected to follow APA guidelines, 6th edition.
- 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). 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 6720 ASSIGNMENT.**

Many of the assignments include discussions of various assessments. It is expected that these assessments are properly cited in the text and appear on reference pages according to APA guidelines. The following are examples of references regarding assessments used in this course.

Bridges:

In text:

Bridges (Xap, 2009) offers many career oriented assessments to people of various ages.

Reference page:

Xap Corporation (2009). *Bridges*. Kelowna, BC, Canada: Bridges Transitions, Inc.

Kuder:

In text:

Kuder (2007) offers a comprehensive career exploration model.

Reference Page:

Kuder, Inc. (2007). *Kuder Career Search*. Adel, IA: Author.

Life Values Inventory:

In text:

The Life Values Inventory (Brown & Crace, 1996) provides an opportunity for people to explore those things that are most important to them.

Reference Page:

Brown, D., & Crace, R. (1996). *Life Values Inventory*. Williamsburg, VA: Life Values Inventory.

Myers-Briggs Type Indicator:

In text:

Myers-Briggs Type Indicator (CPP, 2003) is the preeminent personality profile assessment in the world.

Reference Page:

CPP, Inc. (2003). *Myers-Briggs Type Indicator: Form M*. Mountain View, CA: Author.

Self-Directed Search:

In text:

Attention should be given when administering the Self-Directed Search (Psychological Assessment Resources, 1994).

Reference Page:

Psychological Assessment Resources, Inc. (1994). *Self-Directed Search, Form R* (4th ed.). Lutz, FL: Author.

Strong Interest Inventory:

In text:

The Strong Interest Inventory (CPP, 2005) identifies vocational interests and suggests careers that are compatible with these interests.

Reference Page:

CPP, Inc. (2005). *Strong Interest Inventory*. Mountain View, CA: Author.

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).

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

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TEN REASONS

Please identify your favorite and least favorite job and ten reasons why you liked your favorite job and ten reasons why you disliked your least favorite job.

Student: _____

Favorite Job		Least Favorite Job	
Title		Title	
1.		1.	
1.		2.	
2.		3.	
3.		4.	
4.		5.	
5.		6.	
6.		7.	
7.		8.	
8.		9.	
9.		10.	

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

Counselor Education Program

COUN 6720 Career Development Theory and Practice

Website Presentation Information

STUDENT:	
Website Name	
URL Address	
Organization Providing Website	
Brief description of site (not more than 2 sentences)	
Brief description of website options (not more than 4 sentences)	
Target audience	

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COUN 6720 Career Development Theory and Practice

Work Genealogy

STUDENT: _____

RELATIVE	WORK HISTORY	
Mother		
Father		
Siblings	•	
OTHER RELATIVES	MATERNAL	PATERNAL
Grandmother	•	•
Grandfather	•	•
Aunts	•	•
Uncles	•	•
Cousins	•	•
FAMILY ATTITUDES:		
Family Attitudes about Work:		
Family Attitudes about Gender Roles and Work:		
Family Attitudes about Education:		
Family Attitudes about Money:		
How may this have influenced your career choices?		

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COUN 6720 Career Development Theory and Practice

Career Guidance Lesson Plan

Student: _____

Lesson Number and Title	
Group	
Goal	By the end of this lesson, participants will be able to: •
Activities (After each activity list number of minutes for this activity in parentheses—total should not be more than 1 hour)	1.
Career Competencies addressed in this lesson (identify source – ASCA competencies)	•
Materials/Handouts, Audio-Visuals Used (identify source)	•
Resources	•
Assessment (how student/client achievement will be assessed as a result of participating in this lesson—examples: pre- and post-tests)	•

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 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
WRITING MECHANICS:					
Organization — 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	/10 pts
Word Choice / Sentence Structure — 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	/10 pts
Mechanics — 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	/10 pts
APA Guidelines — 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	/10 pts
TOTAL POINTS FOR WRITING MECHANICS					/ 40 pts

Comments:

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IDEAS AND CONTENT:					
1-4	5	6-7	8	9-10	Score
Ideas and Content — 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"/> Skimpy 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	/50 pts
Requirements of Assignment — has met all requirements of assignment					
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	/10 pts
TOTAL POINTS FOR IDEAS AND CONTENT					/ 60 pts

Total Rubric Points _____/100 pts

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

Comments:

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

Continue on next page

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

Total Rubric Points

_____/100 pts

Total Earned Points for this Paper

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

____pts

Additional comments: