

**AUGUSTA STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
**Department of Educational Leadership, Counseling, and Special Education**

**COUN 6760: Diversity Sensitivity in Counseling**  
**3 Semester Hours (3-0-3)**  
**Thursdays, 5:00 – 7:45 p.m.**  
**Fall 2009**

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**COURSE DESCRIPTION:** A study that provides an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities.

**Course Objectives:**

By the completion of this course, students will be able to describe:

- a. Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. Attitudes beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d. Counselor's roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. Theories of multicultural counseling; theories of identity development, and multicultural competencies; and
- f. Ethical and legal considerations.

**Textbook Requirements:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.

Selected readings will be assigned (see Selected Readings Reference List).

## **CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED IN THE COURSE**

Members of the Department of Educational Leadership, Counseling and Special Education hold a common set of standards (knowledge, skills, and dispositions) through which candidates prepare to practice as professionals in their disciplines. The department will promote the success of all students in becoming:

- I. Learned and scholarly professionals who are knowledgeable, ethical, and collegial
- II. Democratic professionals who are advocates and meaning makers
- III. Self-actualizing professionals who are role models and change agents

Who (INTASC Standards):

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development
3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
7. Plan instruction based on knowledge of subject matter, the learners, the community, and the curriculum goals.

CACREP Standards that are demonstrated and applied in this course include:

1. Professional Identity
2. Social and cultural diversity
3. Human growth and development
4. Career development
5. Helping relationships
6. Group work
7. Assessment
8. Research and program evaluation

## **TECHNOLOGY COMPETENCIES (ISTE Standards)**

Students will:

6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse populations.

## Course Outline

<b>Date</b>	<b>Topics</b>	<b>Assignments</b>
<b>8/20</b>	Welcome/Introductions/Course overview & review of syllabus; Multicultural Counseling Competencies	Sign up for group presentations
<b>8/27</b>	What is culture? The diversity of diversity; Addressing diversity issues through experiential activities; ethics and multicultural competencies	Bring 3 personal cultural symbols to class Ch 1, 24, 25
<b>9/03</b>	Basic assumptions of Multicultural Counseling Theory; Peripheral and central group identity development; Barnaga, a cross-cultural simulation	Ch 2
<b>9/10</b>	Racism, white privilege and oppression; Hardy Video:	Ch 4 Articles on white privilege – Adams et al; McIntosh;
<b>9/17</b>	View movie, <i>Normal</i> , TBA	Ch 18, 19 REFLECTION 1
<b>9/24</b>	Black and white racial identity development; Multicultural Education; <i>Psychological residuals of slavery</i>	Ch 5, 6
<b>10/01</b>	Poverty as a diversity issue; video case studies; Written case study practice	Ch 23
<b>10/08</b>	Counseling American Indians Student Presentation; Discussion; Video case studies	Ch 3 Counseling Native Americans Student Presentation
<b>10/15</b>	Counseling Asian-Americans Student Presentation; Video case studies	Ch 9, 10, 11, 12 Counseling Asian-Americans Student Presentation REFLECTION 2
<b>10/22</b>	Counseling African Americans Student Presentation; Discussion	Ch 7, 8 Counseling African Americans Student Presentation
<b>10/29</b>	Counseling Gay, Lesbian, Bisexual, Transgender and Questioning Clients Student Presentation; Video case studies; Counseling multiracial persons	Ch 20, 21; Counseling Gay, Lesbian, Bisexual, Transgender and Questioning Clients Student Presentation
<b>11/05</b>	Counseling Arab Americans Student Presentation; Video case study	Ch 17 Counseling Arab Americans Student Presentation
<b>11/12</b>	Counseling Hispanic Americans Student Presentation; Video case studies; Distribute take home final exam	Ch 13, 14, 15, 16 Counseling Hispanic Americans Student Presentation CROSS-CULTURAL EXPERIENCE
<b>11/19</b>	Counseling persons with disabilities; Disability simulations; Written case study practice;	Ch 22 REFLECTION 3-Reflection on Multicultural Counseling Competencies
<b>12/03</b>	Diverse Interview Presentations	DIVERSE INTERVIEW ADVOCACY PROJECT
<b>12/10</b>	Discuss Cross-Cultural experiences; Cultural Extravaganza – to be decided by class	FINAL EXAMS DUE

## **INSTRUCTIONAL METHODS:**

The methods of instruction will include lecture, group discussion, review of video and audio segments, experiential and reflective exercises.

## **Course Requirements:**

Class Participation	50pts.
Reflection papers (3)	250 pts. (2 @ 75 pts each; 1 @ 100 pts)
Advocacy project summary	50 pts.
Cross-cultural field experience paper	150 pts.
Analysis of achievement gaps paper	200 pts.
Special population paper (120) and presentation (80)	200 pts.
Final exam	100 pts.
<b>Total possible</b>	<b>1000 pts.</b>

## **Grading Criteria**

The quality and completion of the above assignments will determine grades. Grades will be assigned in the following manner:

900-1000 pts.	= A
800-899 pts.	= B
700-799 pts.	= C
600-699 pts.	= D
599 or below	= F

## **PERFORMANCE ASSESSMENT**

### **Class Participation**

Participation throughout the course is important to your and your classmates' learning experiences. Class discussions are ways that you share your perceptions of the world with your classmates, listen to theirs, and shape your own development as a counselor. You are expected to put thought into what you say in class. Your class discussions also convey that you are understanding and integrating the assigned book chapters and articles. A good deal of time in this course is devoted to class discussion. Your participation will be measured by the quality and amount of your in-class contributions. A good rule of thumb is that every student should add (on average) at least one comment to every class discussion. More is not necessarily better, so monitor yourself if you are one who tends to talk too much.

### **Reflection Papers**

You will write two reflection papers (75 pts. each, for a total of 150 pts.) throughout the semester in which you contemplate and reflect on the required readings, your own prior readings or individual experiences that are relevant to the conversation, classroom experiences, assignments, and your personal integration of the material. Your papers should be written in the first person and include

thoughtful consideration of the topics at hand during that particular timeframe. Discuss your own personal thoughts and feelings regarding the material. You will have read so much and discussed so much in class that you will not be able to comment on everything; simply discuss the information that was particularly relevant and meaningful to you. Do not write in global, abstract, and impersonal ways. Avoid writing about counselors in general or about counseling practice in general. Do not simply regurgitate information you read in the text or heard in class. Your writing should use the words “I think” and “I feel” and reflect that you are deeply considering and processing the information. You should use personal examples and support your points with these examples when appropriate. Each reflection paper will be 2 pages long (give or take 3 lines), double-spaced, and with 1 inch margins.

A third reflection (100 pts.) will require you to evaluate your growth up to this point on the Multicultural Counseling Competencies, and will be written in a similar style as the above. You will be expected to identify your strengths as a multiculturally competent counselor and outline how you will further develop your areas for growth. Further instruction will be given as the course progresses. **Follow due dates as indicated in course outline.**

### **Advocacy Project Summary**

The ACA Code of Ethics (2005), Introduction to Section C, states:

Counselors advocate to promote change at the individual, group, institutional, and societal levels that improves the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered.

You will demonstrate your ability to advocate for a group, an institution, or the counseling profession by performing at least one act of advocacy and documenting that act. Examples of an act of advocacy include initiating a letter writing campaign, involvement in an awareness event (not just attendance), presenting information about a minority group to faculty and/or administrators at a school or agency, and developing and distributing a handout for students, clients, or others concerning information about a minority group, resources available to that group, and ways to learn more about that group. Advocacy can take many forms. Consider discussing your project with the instructor before you begin the project.

Although you cannot act as a representative of ASU in your advocacy project, your act of advocacy may reflect on ASU. For example, if you identify yourself as an ASU student in a letter, the level of professionalism in your writing will reflect the expectations of and training provided by ASU. Thus, please have the instructor review any materials you develop that mention ASU.

You will summarize your advocacy project in a 2 to 3 page paper. In your summary, you will describe the act of advocacy that you performed, the reasons you chose to perform that act, your personal feelings and experiences concerning the performance of that act and of performing advocacy in general, and any concerns you have about performing advocacy in the future. Your summary paper will be double-spaced and with 1 inch margins.

## **Cross-Cultural Field Experience Paper**

To become culturally competent, one must avoid being culturally encapsulated. The best way to learn about cultural diversity is to experience it firsthand. Therefore, during the semester, you will actively engage in *at least* one cultural event/experience with an ethnic/cultural group different from your own (e.g., gender, religion, disability, race, ethnicity, sexual orientation, etc) approved by the instructor. Then you will write a 3 to 4 page paper (double-spaced with 1-inch margins) that details your experience and answers the following questions: Where did you go? What was it like? How did it feel to be a “minority” person at the event? What were some of your thoughts, feelings, and actions? What cultural dynamics did you observe? What insights did you gain from this experience that will influence your awareness and knowledge as a culturally responsive professional? The assignment will be graded on the thoughtfulness, clarity, and thoroughness of your answers to the above questions and the depth of sharing of personal awareness and insights that you gained. A brief description of the proposed activity is due to the instructor on the date indicated in the assignment list.

## **Special Population Paper and Presentation**

First, you will write a research paper on a particular cultural group and implications for counseling with this group. You should include the chapters in the text as part of your research, but will also include at least four outside resources regarding counseling considerations with this population published within the last seven years. Your paper should be typed, double-spaced, 5-7 pages in length (not including title page or references page), and follow APA style and formatting procedures, including an abstract. Include a conclusion in which you reflect on what you have gained as a result of your research. American Counseling Association (ACA) journals are preferred. See me for list, if needed.

Second, you and some other class members will prepare a group presentation for the class. This will be a class presentation, one hour in length, during which you report on your research in as interesting a manner as possible. This will preferably include a PowerPoint presentation and/or other forms of technology. Your presentation will include 1) clearly-defined goals for your presentation and 2) important considerations when counseling with persons from this particular population. Include enough handouts of your PowerPoint or other materials for distribution to all class members. Also, remember to include reference citations in your presentation when you refer to outside material.

Research papers will be graded on your ability to follow the established guidelines, summarize main points accurately, react thoughtfully, express clearly, and organize your ideas. Presentations will be graded on completion of proposed goals, evidence of thorough preparation and organization of the group, and depth and relevance of material presented. Creativity is encouraged, provided you adhere to the outlined requirements.

Grades will be given according to the following: paper 120 points and presentation 80 points. Evidence of all group members equally participating is required.

## **Final Examination**

The final exam will be a take-home paper containing case descriptions, for which you will respond with your conceptualizations. In your conceptualizations, you will discuss the most important cultural, social, and psychological issues of the clients, and you will outline appropriate counseling

techniques and/or interventions and rationale for their use. You also will be expected to discuss how your personal characteristics and biases may affect your work with clients and how you will attempt to minimize any negative impact that your personal characteristics and biases might have on clients. Your exam will be graded on the thoughtfulness, clarity, and thoroughness of answers, the application of appropriate cultural considerations, and the depth of personal awareness and insight shared. **This assignment fulfills the portfolio requirement.**

### **Extra credit: (one assignment only)**

#### **1. Movie Review – 50 pts.**

You may view one of the following the movies (or another approved movie) and write a 2- to 3-page reflection paper describing your reactions to the movie and challenges you might encounter if you were to counsel one or more of the characters in the movie. If you are in the school counseling track, you might want to focus on challenges of working with the children (implied or actually in the script) and parents in the movie or a central adult character when they were school age (assuming that some of the issues presented in the movie were noticeable at school age).

- *Mountains of the Moon* (focus: explorers traverse Africa in search of the Nile, explore culture)
- *Mississippi Masala* (focus: bi-racial relationship and dynamics between African-American and Indian cultures)
- *Transamerica* (focus: transgendered father getting to know the son she was not aware she had)
- *Boys Don't Cry* (focus: transgendered young man pre-surgery trying to pass as a man and work towards surgery in a new town amidst new friends who do not know his biological gender)
- *Brokeback Mountain* (focus: homosexual male couple leading heterosexual lives except for during yearly meetings; one partner is married and raising children)
- *The Color of Fear* by Lee Mun Wah (documentary; focus: a discussion among a multiracial, multiethnic group of men about racism and privilege; the group is comprised of Whites, Blacks, Native Americans, Latinos, and Asian Americans.
- *Real Women Have Curves* (focus: a bright Latina girl graduating from high school and being encouraged by a teacher to go away to a highly respected college while her family members demonstrate their desire and expectation that she continue living at home, start working at the small family dress factory, and pursue finding a husband)
- *Spanglish* (focus: a single Latina woman who has limited English skills raising a child in the U.S.; the Latina woman works for a White family that helps the woman send her daughter to a private predominantly White school)
- *Bend It Like Beckham* (focus: an Indian (India) teenager growing up in Great Britain (other than the accents, you can imagine this as the U.S.); the teenager and her parents struggles with the teenager's values and career interests, which are in conflict with the family's traditional values)
- *The Other Sister* (focus: the disability of a daughter and how it impacts the whole family)
- *About Schmidt* (focus: a man coming to terms with changed roles caused by retirement and the loss of his wife and the ageism that surrounds him and resides within him)

#### **2. Conference workshop participation**

You may attend a workshop or in-service presentation describing a population or culture with which you are unfamiliar. You will then write a 2-3 page paper describing what you learned from the experience, and how you will apply this learning to work with future clients.

## **Other Important Information**

### **Writing Center**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills.

### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy. The entire text of this policy is printed in all recent editions of the Augusta State University Catalog and can be found at [http://www.aug.edu/registrar\\_va/catalog/2005/cat0506.pdf](http://www.aug.edu/registrar_va/catalog/2005/cat0506.pdf) on page 61. The policy, in part, states:

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.

### **Attendance Policy**

In a course of this type, a great deal of learning occurs and is processed during class meetings. Class attendance and punctuality are necessary for students to gain the full benefit from this course. Students may have one absence during the semester without penalty. After that, the final course grade will be reduced by five points for every class missed. Students may be withdrawn from the course by the instructor if too much class time is missed. If you know that you will be late or absent, please let the instructor know before class, and arrange with another student to obtain information that will be missed. Students are responsible for learning information presented in class, regardless of whether they are in attendance.

### **Late Assignments**

All assignments are due at the beginning of class on the date identified in "Class Meetings." If you are unable to attend the class on the date an assignment is due, you can submit your assignment electronically by e-mailing the file in Microsoft Word to the instructor. For each calendar day (not class period) that an assignment is late, 5 points will be deducted from the assignment grade (ratio of 100 point assignment). Exceptions to this policy will be made at the instructor's discretion in advance of the assignment due date because of extenuating factors reported by the student, or immediately after the due date because of a documented medical or family emergency that could not be anticipated.

## **Students with Disabilities**

Accommodations will be made for student disabilities only if the student meets with the instructor and provides the instructor with a letter from Disability Services by the third class period (or the class period following the onset of the disability) outlining the accommodations that must be made. For more information about services for students who have disabilities, see [http://www.aug.edu/counseling\\_and\\_testing\\_center/disability/disabili.html](http://www.aug.edu/counseling_and_testing_center/disability/disabili.html)

## **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 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.

## **Departmental Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. Various 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/>

## **General Classroom Procedures**

Students are reminded that the procedures outlined in the Course Requirements Contract are in effect for this course. This is the contract that you signed in your first class that delineates how issues of attendance, tardiness, grading practices, and Academic Honesty are handled in the Counselor Education Program. If you need further explanation, please see your instructor the first night of class.

## Bibliography

- AGLBIC. (n.d.). Competencies for counseling gay, lesbian, bisexual and transgendered (GLBT) clients. Retrieved on 1/10/2005 from <http://www.aglbic.org/resources/competencies.html>
- AMCD Professional Standards and Certification Committee. (1996). *Operationalization of the multicultural counseling competencies*. Retrieved on 1/10/2005 from <http://www.counseling.org/Convention/>
- American Counseling Association. (2005). *2005 ACA code of ethics*. Retrieved on 1/10/2005 from <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- ASERVIC. (n.d.). Competencies for integrating spirituality into counseling. Retrieved on 12/27/2006 from <http://www.aservic.org/CompetenciesforIntegratingSpiritualityintoCounseling.pdf>
- Baker, R. E. (2006). Appreciating the complexities of race and culture. In American Counseling Association (Ed.), *Vistas 2006*. Retrieved on 12/27/2006 from <http://counselingoutfitters.com/Baker.htm>
- Barret, B. & Logan, C. (2002). *Counseling gay men and lesbians: A practice primer*. Pacific Grove, CA: Brooks/Cole.
- Baruth, L. G., & Manning, M. L. (2003). *Multicultural counseling and psychotherapy: A lifespan perspective* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education.
- Brammer, R. (2004). *Diversity in counseling*. Pacific Grove, CA: Brooks/Cole.
- Chapman, A. (Ed.). (1968). *Black voices: An anthology of African-American literature*. New York: Penguin.
- Comstock, D. (Ed.). (2005). *Diversity and development: Critical contexts that shape our lives and relationships*. Belmont, CA: Thomson Learning.
- Cross, W. E. (1991). *Shades of black: Diversity in African-American identity*. Philadelphia: Temple University.
- Diller, J. V. (1999). *Cultural diversity: A primer for the human services*. Belmont, CA: Wadsworth.
- DuBois, W. E. B. (1924). *The gift of black folk*. Boston: The Stratford Company.
- Hinsburger, D. (1999). *A real nice but: Articles that inspire, inform and infuriate*. Eastman, Quebec: Diverse City Press.
- Ivey, A. E., D'Andrea, M. D., Ivey, M. B., Simek-Morgan, L. (2002). *Theories of counseling and psychotherapy: A multicultural perspective* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Jordan, J. (Ed.). (1997). *Women's growth in diversity: More writings from The Stone Center*. New York: Guilford.

- Kiselica, M. S. (Ed.). (1999). *Confronting prejudice and racism during multicultural training*. Alexandria, VA: American Counseling Association.
- Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.
- Lewis, Arnold, House, & Toporek. (n.d.). *Advocacy competencies*. Retrieved on 1/10/2005 from <http://www.counseling.org/Convention/>
- Miller, N. B., & Sammons, C. C. (1999). *Everybody's different: Understanding and changing our reactions to disabilities*. Baltimore: Paul H. Brookes Publishing.
- Paniagua, F. A. (2005). *Assessing and treating culturally diverse clients*. Thousand Oaks, CA: Sage.
- Patton, J. R., Blackbourn, J. M., & Fad, K. (1996). *Exceptional individuals in focus* (6<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Ridley, C. R. (2005). *Overcoming unintentional racism in counseling and therapy*. Thousand Oaks, CA: Sage.
- Smith, T. B. (Ed.). (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. Boston: Allyn & Bacon.
- Sue, D. W., Ivey, A. E., & Pedersen, P. B. (1996). *A theory of multicultural counseling and therapy*. Pacific Grove, CA: Brooks/Cole.
- Wehrly, B. (1996). *Counseling interracial individuals and families*. Alexandria, VA: American Counseling Association.

### Selected Readings Reference List

Download the following articles to read as assigned throughout the semester:

- Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2000). Persisting racism: What can we do about it? *Readings for Diversity and Social Justice*, 104-109.
- Croteau, J. (1999). One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling and Development*, 77, 30-32.
- Durodoye, B. (1999). On the receiving end. *Journal of Counseling and Development*, 77, 45-47.
- Fukuyama, M. (1999). Personal narrative: Growing up biracial. *Journal of Counseling and Development*, 77, 12-14.
- Hanna, F., Talley, W., & Guindon, M. (2000). The power of perception: Toward a model of cultural oppression and liberation. *Journal of Counseling and Development*, 78, 430-441.
- Hermann, M., & Herlihy, B. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling and Development*, 84, 414-418.
- Kiselica, M. (1999). Confronting my own ethnocentrism and racism: A process of pain and growth. *Journal of Counseling and Development*, 77, 14-17.
- McIntosh, P. (1988). White Privilege: Unpacking the Invisible Knapsack. In Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies."
- Weeber, J. (1999). What could I know of racism? *Journal of Counseling and Development*, 77, 20-23.

## 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>					
<input type="checkbox"/> <b>limited or often repeated vocabulary, no variety</b> <input type="checkbox"/> <b>does not use or uses incorrectly terms appropriate to topic</b> <input type="checkbox"/> incomplete thoughts <input type="checkbox"/> rambling, awkward phrasing <input type="checkbox"/> difficult to understand topic		<input type="checkbox"/> <b>adequate but sometimes ordinary vocabulary</b> <input type="checkbox"/> occasional awkward wording <input type="checkbox"/> sometimes uses clichés		<input type="checkbox"/> accurate, interesting vocabulary <input type="checkbox"/> appropriate to topic <input type="checkbox"/> wording is full, rich, enhances understanding of topic <input type="checkbox"/> 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>					
<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"/> <b>some nervous or limited gestures</b> <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	<b>/ 10 pts</b>
<b>Vocal Delivery — presenter has command of vocal delivery; vocal ability supports quality of presentation</b>					
<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, er, 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, er, 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, er, ah)	<b>/ 10 pts</b>
<b>Audio/Visual Aids — presenter effectively uses audio-visuals to convey and support main topics of presentation</b>					
<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	<b>/ 10 pts</b>

*Continue on next page*

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 Earned Points for Presentation:**

Total points for this presentation (percentage) x total possible points for presentation assignment  
**pts** \_\_\_\_\_

**Additional comments:**

**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		<b>Sequence logical            Paragraphs cohere            most of the time</b> <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>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		<b>Accurate,            interesting, lively            vocabulary,            appropriate to topic</b>  <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>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>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>TOTAL POINTS FOR WRITING MECHANICS</b>					<b>/ 40 pts</b>

**Comments:**

<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.					
<b>Needs fully developed purpose</b> <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		<b>Purpose reasonably clear</b> <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: