Disclaimer
Please note, if, for pedagogical reasons, a change to the syllabus is necessary, I reserve the right to move forward with such changes. If and when changes are made to the syllabus, I will notify the entire class community.

Course Description
What are the critical issues in higher education that you care about and need to learn more about? Among them may be: Affirmative Action, Transgender Student Housing, GLBTQ+ Students’ Mental Health, First-Generation College Students’ Recruitment and Retention, Students of Color and Campus Climate, Underrepresented Faculty and Staff, Tuition Affordability, Undocumented Students’ Sense of Impending Fear - do these resonate with you? In this course, we will focus on different critical issues in higher education, engaging in rich discussions, debates, and mutual listening and learning. Students will leave this course with a broad understanding of the challenges within the higher education landscape and with knowledge that will better equip them in their roles as educators, students, and colleagues.

Course Objectives
This course has been designed to meet the following general goals. Students will:
1. Engage in rigorous discourses about critical issues in higher education.
2. Become familiar with select critical issues in higher education.
3. Learn to effectively and collaboratively present and facilitate discussion around critical issues in higher education.
4. Examine your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of critical issues in higher education.
5. Explore the ways in which identity, education and agency intersect and interact with one another in higher education through critical issues.

Conceptual Framework and Conceptual Framework Standards
For your reference, our conceptual framework is described here - www.luc.edu/education/mission/

The following SOE Conceptual Framework Standards (CFS) will be addressed in this course:
• CFS1: Candidates critically evaluate current bodies of knowledge in their field.
• CFS2: Candidates apply culturally responsive practices that engage diverse communities.
• CFS3: Candidates demonstrate knowledge of ethics and social justice.
• CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, pursue inquiry, and enact social justice prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes.

IDEA Objectives
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning how to find and use resources for answering questions or solving problems
4. Learning to analyze and critically evaluate ideas, arguments, and points of view
Diversity
This course supports the School of Education’s conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to curriculum in higher education.

www.luc.edu/education/syllabus-addendum/
This link directs you to the college-wide required statements on the following topics: academic honesty, accessibility, conceptual framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines. You are responsible for knowing and abiding by the content of these statements.

Food and Housing Security
Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. Furthermore, please notify me if you feel comfortable in doing so. I will work with you to identify potential resources.

Late Work
Assignments must be completed and turned in on the due date and time. If you anticipate needing more time to submit your work you must notify me via email at least 48 hours in advance of the due date and time. If you do not notify me 48 hours in advance, you will receive a maximum of half-credit for each late assignment.

Attendance
You are expected to participate fully in all online assignments. If there is an emergency that will prevent you from doing so, please email me as soon as you are able. Refer to late work policy.

APA Style/Writing
Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Papers must use 12 point Times New Roman font, double-spacing, and one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability, please consult with the University Writing Center (http://www.luc.edu/writing/) for assistance.

Email/Sakai
Email will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday and get back to you within 24-48 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

Technology
In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. If so, these recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the include student activity may do so only with informed written consent of the students involved or if all student
activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**The Core Rules of Netiquette**

What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, Netiquette is a set of rules for behaving properly online.

When you enter any new culture -- and cyberspace has its own culture -- you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended. To make matters worse, something about cyberspace makes it easy to forget that you're interacting with other real people -- not just characters on a screen, but live human characters.

So, partly as a result of forgetting that people online are still real, and partly because they don't know the conventions, well-meaning cybernauts, especially new ones, make all kinds of mistakes.

The list of core rules below, and the explanations that follow, are excerpted from the book *Netiquette* by Virginia Shea. They are offered here as a set of general guidelines for cyberspace behavior. They won't answer all your Netiquette questions. But they should give you some basic principles to use in solving your own Netiquette dilemmas.

Click on each rule for elaboration.

- **Rule 1: Remember the Human**
- **Rule 2: Adhere to the same standards of behavior online that you follow in real life**
- **Rule 3: Know where you are in cyberspace**
- **Rule 4: Respect other people's time and bandwidth**
- **Rule 5: Make yourself look good online**
- **Rule 6: Share expert knowledge**
- **Rule 7: Help keep flame wars under control**
- **Rule 8: Respect other people's privacy**
- **Rule 9: Don't abuse your power**
- **Rule 10: Be forgiving of other people's mistakes**


**Course Grades**
The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

**Curricular Design of Course**
This course is intentionally designed to address specific curricular questions that align directly with key corresponding assignments and learning objectives. As your professor and as a student in this course, it is very important that you understand the purpose behind each of the assignments you will complete because they have been purposefully crafted to meet the course goals. The table below outlines the relationship between course questions, key corresponding assignments and learning objectives.

<table>
<thead>
<tr>
<th>Course Questions</th>
<th>Key Corresponding Assignments</th>
<th>Learning Objective</th>
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</thead>
<tbody>
<tr>
<td>What are critical issues in higher education?</td>
<td>All Assignments</td>
<td>To understand and examine critical issues in higher education</td>
</tr>
<tr>
<td>What has your path to and through higher education looked/look like?</td>
<td>3-2-1 Weekly Blogs, My Path to and through Higher Education</td>
<td>To reflect upon and share your experience thus far with higher education</td>
</tr>
<tr>
<td>What is a critical issue in higher education that you feel passionately about?</td>
<td>Group Presentation, Case Study</td>
<td>To collaboratively design an engaging presentation about one critical issue</td>
</tr>
<tr>
<td>How do critical issues in higher education impact current undergraduate/graduate students?</td>
<td>Group Presentation, Case Study</td>
<td>To examine the impact of critical issues in higher education</td>
</tr>
<tr>
<td>What is your own understanding and experiences with critical issues in higher education within your own life?</td>
<td>3-2-1 Weekly Blogs</td>
<td>To apply your understanding and new learnings about critical issues in higher education to your own life personally and professionally</td>
</tr>
</tbody>
</table>

**Course Assignments – 100 total possible points**
1. My Path to and through Higher Education – 14 points
2. Higher Education Case Study - 20 points
3. 3-2-1 Weekly Blogs and Peer Responses – 36 points
4. Group Presentation on Critical Issue in Higher Education – 30 points

**3-2-1 WEEKLY BLOGS (36 points)**
**Due Date:** You will submit your blog post in the Sakai “Blogs” tab each Wednesday by 11:50pm. You will then respond to at least two of your classmates’ blog posts each Saturday by 11:50pm.

**The Assignment:** Every week, students are expected to critically review and reflect on assigned course texts. Each week, students will be required to write one blog post and respond to two of their peers’ blog posts. While blogging offers students a flexible avenue to engage with course materials, students are expected to follow the 3-2-1 blog model for their individual posts:

- 3 paragraphs with at least
- 2 quotations
- and at least
- 1 discussion question
Blog responses do not need to follow any specific format however, they must include ALL elements of the 3-2-1 blog model.

Please Note:
- Students are encouraged to write and save their blog posts as Word documents prior to submitting via Sakai, as we cannot guarantee that posts/writing will be available after the end of the course, when the Sakai site is closed.
- Blog posts are less formal in tone than scholarly papers to allow for less anxiety and more freedom in expression. Still, students are expected to submit writing that is cogent, professional, and free of grammatical, spelling, or other typographical errors. Furthermore, students should utilize APA format for any in-text citations or direct quotes, as well as include a full reference for any sources cited within the paper that have not been directly introduced/covered in this course (but a full reference list is not required).

Grading: You will earn 4 points for successfully completing your individual weekly blog and 1 point for each peer blog response for a total possible 6 points.

MY PATH TO AND THROUGH HIGHER EDUCATION (14 points)
Due Date: You will record your My Path to and through Higher Education presentation in Panopto by Monday, 5/27 no later than 11:50pm. It is very easy to record a session. Here are the instructions: How do I record a session using Panopto?

The Assignment: The purpose of this assignment is for you to recall, engage, and look into the future relative to your personal experiences in higher education. This is important because your funds of knowledge will be the basis for class community and discussion. Your personal experiences are absolutely valuable and will set the groundwork for a successful online class experience.

Using Panopto, you will develop a 4-5 minute presentation that addresses the following questions:
1. What has been your path to higher education?
2. What has been your path through higher education?
3. What do you see as the ultimate purpose of higher education in your life?

This assignment can take various forms included to but not limited to the use of images, a musical performance, a video, a dance, a poem or series of poems, artwork, the voices of others, and/or a combination of any of these (Panopto is really handy for including visuals while voice recording simultaneously). I am sure I missed some possibilities and encourage you to think outside the box and spread your wings with this assignment. This assignment is meant to be creative, exploratory, and non-linear. If you’re unsure if your idea for a presentation is too far-fetched, don’t doubt yourself - just GO FOR IT!

Please view your classmates’ presentations as well and use this opportunity to interact with one another.

Grading: You will receive full credit so long as it is clear that you addressed the above three questions, have thoughtfully addressed them, have clearly used creativity in your presentation, and stuck to the 4-5 minute window.

CASE STUDY (20 points)
Due Date: You will submit your case study in the Sakai “Assignments” tab under “Case Study” by Friday, 6/21 no later than 11:50pm.

The Assignment: The purpose of this assignment is to develop your own original case study that draws upon real scenarios you have encountered in you work life, or you can create entirely fictional situations. This case study analysis requires you to investigate a critical issues in higher education, examine the alternative solutions, and propose the most effective solution using supporting evidence. To see an annotated sample of a Case Study Analysis, click here. Note that the exemplar case study does not address a critical issue in higher education, however, it does provide a model that easily translates to any case study.
Preparing the Case

Before you begin writing, follow these guidelines to help you prepare and understand the case study:

1. Identify a case study by brainstorming a very rough draft of a critical issue case study in higher education.
2. Read and examine the case thoroughly
   - Take notes, highlight relevant facts, underline key problems.
3. Focus your analysis
   - Identify two to five key problems
   - Why do they exist?
   - How do they impact the actors (students, faculty, administration, etc.)?
   - Who is responsible for them?
4. Uncover possible solutions
   - Review course readings, discussions, outside research, your experience.
5. Select the best solution
   - Consider strong supporting evidence, pros, and cons: is this solution realistic?

Drafting the Case

Once you have gathered the necessary information, a draft of your analysis should include these sections:

1. Introduction (3 points)
   - Identify the key problems and issues in the case study.
   - Formulate and include a thesis statement, summarizing the outcome of your analysis in 1–2 sentences.
2. Background (3 points)
   - Set the scene: background information, relevant facts, and the most important issues.
   - Demonstrate that you have researched the problems in this case study.
3. Alternatives (3 points)
   - Outline possible alternatives (not necessarily all of them)
   - Explain why alternatives were rejected
   - Constraints/reasons
   - Why are alternatives not possible at this time?
4. Proposed Solution (3 points)
   - Provide one specific and realistic solution
   - Explain why this solution was chosen
   - Support this solution with solid evidence
   - Concepts from class (text readings, discussions, lectures)
   - Outside research
   - Personal experience (anecdotes)
5. Recommendations (3 points)
   - Determine and discuss specific strategies for accomplishing the proposed solution.
   - If applicable, recommend further action to resolve some of the issues
   - What should be done and who should do it?
6. Technical Issues (5 points)
   - Follow APA format flawlessly
   - No spelling or grammatical errors
   - Free of syntactical errors

Finalizing the Case

After you have composed the first draft of your case study analysis, read through it to check for any gaps or inconsistencies in content or structure: Is your thesis statement clear and direct? Have you provided solid evidence? Is any component from the analysis missing?

Edit and proofread your rough draft, checking for spelling, punctuation, sentence structure, and wording accuracy. Revise accordingly then finalize the draft.
Grading: You will receive 3 maximum points for sections 1-5 and 5 maximum points for section 6. For sections 1-5, you must clearly articulate and address each bullet point to receive full credit. For section 6, your paper must be free of all technical errors to receive full credit.

**GROUP PRESENTATION (30 points)**

**Due Date:** One person from your individual group will submit your presentation in the Sakai “Assignments” tab under “Group Presentation” by Friday, 6/28 no later than 11:50pm.

**Group Composition:** To sign up for a topic and create a group, go the CIHE Group Presentation Sign-Up Google Doc, where you can choose a topic and sign up accordingly. You can also find a link under the Sakai “Resources” tab. There will be three groups of 4 and 1 group of 5 – no exceptions to this composition.

**The Assignment:** The purpose of the group presentation is to collaboratively research, present, and provide a viable solution to a critical social justice-related issue that impacts the Loyola University Chicago community. You will have 20 minutes to deliver an informative, engaging, and polished presentation. Your presentation must contain the following elements:

1. Presentation content shows a thorough understanding of the critical social justice-related issue. Substantive research effort is evident in locating relevant information and facts. Content is accurate and sequenced in a clear, logical way. All required elements including a reading list with at least 10 resources are included and sources are properly cited (APA 6th ed.).

2. Slides are visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text if any, on each slide. Color and animations are used judiciously. Theme (e.g., template) is evident throughout to produce a highly cohesive presentation. Free from errors (grammar, punctuation, spelling, formatting, etc.) on the slides.

3. Highly effective delivery of a well-polished oral presentation within the time limit for the group to present (20 minutes total). All group members present equally. Rehearsal is strongly evident.

4. “Notes” are included in the presentation (or in a separate document) to fully explain each slide as a written transcript. Writing demonstrates a strong writing style basically free from grammar, punctuation, spelling, or usage errors.

5. Based on students’ feedback evaluation forms, group members demonstrate that they participated fully in the project and shared the workload fairly by contributing to the development of the presentation, assisting in editing others’ work to produce a polished presentation, and coordinated group’s efforts and/or demonstrated leadership to facilitate and achieve the project goals and meet deadline.

6. Collaborative presentation is completed by the deadline and meets the required length (10-15 slides).

**Using GoogleSlides to Collaborate on PPT Presentation**

While you can use any format you’d like, I recommend you use GoogleSlides to collaborate on creating an effective PowerPoint presentation. Here is a [video that teaches you how to use GoogleSlides](#).

**How to Meet with your Group Via Zoom and Record your Presentation**

**Instructions:**

1. Use the email tool (located in the tool menu of this site) to determine a presentation recording time for your group.
2. Use your group’s Zoom meeting room (located in the tool menu of this site) to join the meeting room at your presentation recording time.
3. Practice using Zoom (sharing your audio, video, and screen/presentation) before you begin recording.
4. The first group member to enter the room will need to record the session. **Note:** You must be [logged into Zoom](https://zoom.us) to record the session. Visit [Local Recording](https://zoom.us/local/recording) for additional instructions.

5. As a group, record a Zoom session with all three of you presenting. For additional instructions on how to share audio, video, and your screen in Zoom, please visit the [Audio, Video, Sharing](https://zoom.us/support) page on the Zoom support website.

6. Then the member of your group that recorded the session must upload your recording to Panopto. To access the correct folder, select the Panopto tool (located in the tool menu of this site) and choose the Group Presentations sub-folder. Visit [How to upload a Zoom recording to Panopto?](https://panopto.com/support/how-to-upload-a-zoom-recording-to-panopto) for instructions.

For additional assistance contact the ITS Service Desk at [itsservicedesk@luc.edu](mailto:itsservicedesk@luc.edu) or 773-508-4487. Zoom also provides 24/7 support. Visit [How do I contact Zoom support?](https://zoom.us/support) for more information.

**Grading:** Please see the Collaborative Presentation Rubric for more details. It is located at the end of the syllabus.

**Required Texts:** All texts are available on Sakai in the “Resources” folder at no cost. Please refer to weekly schedule.
Weekly Schedule

Readings - This is a condensed graduate level course – 14 weeks condensed into 6 weeks - that requires an average of approximately 125 pages of reading per week. Pace yourself and schedule your reading time as equally throughout the week as possible. Reading will only seem overwhelming if you leave it for the last minute.

Week 1 (5/20): The “Changing” Demographic and the Dilemmas of Race, Admissions, & Meritocracy
- Write blog #1 and respond to two peers’ blogs
  o Blog is due Wednesday, 5/22 by 11:50p
  o Response to two peers’ blogs is due Saturday, 5/25 by 11:50pm
- Read:

Week 2 (5/27): College Affordability
- Submit My Path to and Through Higher Education by Monday, 5/27, 11:50pm
- Write blog #2 respond to two peers’ blogs
  o Blog is due Wednesday, 5/29 by 11:50p
  o Response to two peers’ blogs is due Saturday, 6/1 by 11:50pm
- Meet with your critical issue group
- Read:
  o The promises and limits of online higher education: Understanding how distance education affects access, cost, and quality (2019)

Week 3 (6/3): Trans*-Identified Students’ Navigation of Campus Life and Institutional Issues of Inclusion
- Write blog #3 respond to two peers’ blogs
  o Blog is due Wednesday, 6/5 by 11:50p
  o Response to two peers’ blogs is due Saturday, 6/8 by 11:50pm
- Meet with your critical issue group
- Read:


**Week 4 (6/10): Undocumented Students**

- Submit *Higher Education Critical Issue Case Study* by Saturday, 6/15 by 11:50pm
- Write blog #4 and respond to two peers’ blogs
  - Blog is due Wednesday, 6/12 by 11:50p
  - Response to two peers’ blogs is due Saturday, 6/15 by 11:50pm
- Meet with your critical issue group
- Read:

**Week 5 (6/17): The Role of Institutional Agents in Promoting Isms, Official Knowledge, & Social Justice**

- Write blog #5 and respond to two peers’ blogs
  - Blog is due Wednesday, 6/19 by 11:50p
  - Response to two peers’ blogs is due Saturday, 6/22 by 11:50pm
- Read:

**Week 6 (6/24): Gender Inclusivity/Title IX**

- Submit *Group Presentation on Critical Issue in Higher Education* by Friday, 6/28 by 11:50pm
- Write blog #6 and respond to two peers’ blogs
  - Blog is due Wednesday, 6/26 by 11:50p
  - Response to two peers’ blogs is due Friday, 6/28 by 11:50pm
- Read:
  - ACE letter to Betsy DeVos
  - Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences,

- Understanding the Implications of Title IX in Higher Education – Report
## Collaborative Presentation Rubric Online

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory-Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation/Content (Group grade)</strong></td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>3-4 points</td>
<td>5-6 points</td>
<td>/6</td>
</tr>
<tr>
<td>Presentation content shows a lack of understanding of the topic. There is inadequate evidence of research and insufficient relevant information and facts. Content is confusing and/or contains frequent inaccuracies. Required elements are missing and/or randomly organized. Sources, if included, generally lack proper citation format (APA 6th ed.).</td>
<td>Presentation content shows general understanding of the topic. There is limited evidence of research in locating relevant information and facts and/or supporting statements made. Content contains some inaccuracies, inconsistencies, misinterpretations, and/or somewhat unclear. A required element may be missing and/or some sources may be improperly cited (APA 6th ed.).</td>
<td>Presentation content shows an adequate understanding of the topic. Some research effort is evident in locating relevant information and facts. Content is mostly accurate and reasonably organized. May contain some inaccuracies in content or some connections made may not be supported. Required elements including a reading list with at least 5 resources are included and sources are properly cited (APA 6th ed.) for the most part.</td>
<td>Presentation content shows a thorough understanding of the topic. Substantive research effort is evident in locating relevant information and facts. Content is accurate and sequenced in a clear, logical way. All required elements including a reading list with at least 10 resources are included and sources are properly cited (APA 6th ed.).</td>
<td>/6</td>
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<tr>
<th>Presentation/Design (Group grade)</th>
<th>0-1 points</th>
<th>2-3 points</th>
<th>3-4 points</th>
<th>5-6 points</th>
<th>/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slides generally lack visual appeal and are text-heavy with little or no visuals and/or exhibit an overuse of color or animations. Media, (e.g., images), if used, are rarely cited on each slide. No theme is evident and the presentation appears disjointed rather than unified and/or frequent errors (grammar, punctuation, spelling, formatting, etc.) on the slides</td>
<td>Slides generally include a mix of white space, visuals, and/or text but not consistently and/or some overuse or inappropriate use of color or animations. Theme (e.g., template) is not consistently evident throughout the presentation and/or some errors (grammar, punctuation, spelling, formatting, etc.) on the slides.</td>
<td>Slides are effectively designed with visual appeal including white space, visuals, and minimal text for the most part. Color and animations are used appropriately. Theme (e.g., template) is evident in the presentation for the most part to produce a cohesive presentation and/or minor errors (grammar, punctuation, spelling, formatting, etc.) on the slides.</td>
<td>Slides are visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text, on each slide. Color and animations are used judiciously. Theme (e.g., template) is evident throughout to produce a highly cohesive presentation. Basically free from errors (grammar, punctuation, spelling, formatting, etc.) on the slides.</td>
<td>/6</td>
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<thead>
<tr>
<th>Presentation/Oral Delivery (Group grade)</th>
<th>0-1 points</th>
<th>2-3 points</th>
<th>3-4 points</th>
<th>5-6 points</th>
<th>/6</th>
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</thead>
<tbody>
<tr>
<td>Ineffective in delivering the oral presentation demonstrating below average/poor communication skills. Substantially over/under the time limit to present and/or not all members presented. Lack of preparation was evident.</td>
<td>Somewhat effective in delivering the oral presentation demonstrating average communication skills. Slightly over/under the time limit. Some members presented more than others. More preparation was needed.</td>
<td>Effective in delivering the oral presentation demonstrating good communication skills and generally close to the time limit for the group to present (20 minutes total). All group members presented and preparation was strongly evident.</td>
<td>Highly effective in delivering a well-polished oral presentation within the time limit for the group to present (20 minutes total). All group members presented equally. Preparation was strongly evident.</td>
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Collaborative Presentation Rubric (continued)

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<th>Exemplary</th>
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<tbody>
<tr>
<td>Presentation/Notes/Transcript</td>
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<tr>
<td>(Group grade)</td>
<td>0-1 points</td>
<td>2 points</td>
<td>3 points</td>
<td>5-6 points</td>
<td>/6</td>
</tr>
<tr>
<td>Presentation lacks “Notes” on slides (or in a separate document) to explain each slide and/or, if included, the notes repeat the text provided on the slide. Writing demonstrates a below average/poor writing style with frequent errors in spelling, grammar, punctuation, and/or usage.</td>
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<td>Minimal “Notes” are included in the presentation slides (or in a separate document) and/or are sporadically provided. Writing demonstrates an average writing style with some errors in spelling, grammar, punctuation, and/or usage.</td>
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<tr>
<td>“Notes” are included in the presentation (or in a separate document) for the most part to explain slides as a written transcript. Writing demonstrates an above average writing style with little grammar, punctuation, spelling, and or usage errors.</td>
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<tr>
<td>“Notes” are included in the presentation (or in a separate document) to fully explain each slide as a written transcript. Writing demonstrates a strong writing style basically free from grammar, punctuation, spelling, or usage errors.</td>
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<td>Contribution to Group</td>
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<tr>
<td>(Individual grade)</td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>3-4 points</td>
<td>5-6 points</td>
<td>/6</td>
</tr>
<tr>
<td>Based on students’ journal reflections or feedback evaluation forms, group member rarely participated or contributed to the project towards achieving the goals and meeting the deadline. Did not share workload fairly and/or was a disruptive influence.</td>
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<tr>
<td>Based on students’ journal reflections or feedback evaluation forms, group member participated in the project but emphasis was in completing own work. Allowed others to assume leadership and/or may have not shared workload fairly towards achieving the project goals and meeting the deadline.</td>
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<tr>
<td>Based on students’ journal reflections or feedback evaluation forms, group member participated in the project and shared the workload. Contributed to the development of the presentation. Worked towards achieving the project goals and meeting the deadline.</td>
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<tr>
<td>Based on students’ journal reflections or feedback evaluation forms, group member participated fully in the project and shared the workload fairly. Contributed to the development of the presentation and assisted in editing others’ work to produce a polished presentation. Coordinated group’s efforts and/or demonstrated leadership to facilitate and achieve the project goals and meet deadline.</td>
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<tr>
<td>Timeliness* and Length of</td>
<td>Deduct 5-6 points</td>
<td>Deduct 3-4 points</td>
<td>Deduct 1-2 points</td>
<td>0 points deducted</td>
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<tr>
<td>Presentation (Group grade)</td>
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<td>- /6</td>
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<tr>
<td>(* unexcused late)</td>
<td>Collaborative presentation is completed 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/ceeds the required length.</td>
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<tr>
<td>Collaborative presentation is completed 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.</td>
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<tr>
<td>Collaborative presentation is completed within 1 day (24 hours) after the deadline and meets the required length (10-15 slides).</td>
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<tr>
<td>Collaborative presentation is completed by the deadline and meets the required length (10-15 slides).</td>
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</tr>
</tbody>
</table>

TOTAL POINTS (sum of 6 Criteria) /30