

**Loyola University Chicago**  
**RMTD 580 – Advanced Qualitative Critical Inquiry**

Summer 2019 (July 1, 2019 – August 9, 2019)  
Instructor: Dra. (Doctora) Aurora Chang  
Online (Asynchronous-ish)  
Contact Information: [achang2@luc.edu](mailto:achang2@luc.edu), 312-339-4008  
Office/Office Hours: By appointment via Zoom

**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 is the role of qualitative critical research when the need for social justice has never been greater?” (p. 1) ask Denzin and Lincoln (2017). In this course, we will begin by reviewing systems of inquiry within research in general explore as a basis for our deep dive into the importance of qualitative critical inquiry. We will focus on the meaning and discourses around critical qualitative research by exploring four methodologies: counter-storytelling, PhotoVoice, Youth Participatory Action Research, and Portraiture. Guest scholars who specialize in such methods will describe their purpose and process with qualitative critical research. Students will reflect on readings, write an article critique, and collaboratively present on a methodology and conceptual framework. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design.

**Course Objectives**

This course has been designed to meet the following general goals. Students will:

1. Engage in rigorous discourses about the role of qualitative critical research in education.
2. Become familiar with select qualitative critical research methods within education.
3. Learn to effectively and collaboratively present and facilitate discussion around qualitative critical research methodologies and conceptual frameworks in education.
4. Examine their own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of qualitative critical research methods in education.
5. Understand the meaning of and differences between paradigms, ontology, theoretical perspective, methodology, and methods.

**Conceptual Framework and Conceptual Framework Standards**

For your reference, our conceptual framework is described here - [www.luc.edu/education/mission/](http://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/](http://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 6<sup>th</sup> 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.

<b>Course Questions</b>	<b>Key Corresponding Assignments</b>	<b>Learning Objective</b>
What is qualitative critical research in education?	All Assignments	To understand and examine qualitative critical research in education
What are some methodologies and conceptual frameworks employed in qualitative critical research in education?	3-2-1 Weekly Blogs Group Presentation	To reflect upon and share your experience thus far with research in education
What is a qualitative critical research methodology in education that you want to learn more about? Why?	Group Presentation Critical Qualitative Research Article Critique Paper	To collaboratively design an engaging presentation about one qualitative critical research methodology in education
How can qualitative critical research in education further social justice?	3-2-1 Weekly Blogs Group Presentation	To examine the potential social justice impact of qualitative critical research in education
What is your own understanding and experiences with qualitative critical research in education and how can you apply it to your own research interest(s)?	3-2-1 Weekly Blogs Critical Qualitative Research Article Critique Paper	To apply your understanding and new learnings about qualitative critical research in education to your own life personally and professionally

### Course Assignments - 106 total possible points

1. **3-2-1 Weekly Blogs and Two Peer Responses - 36 points**
2. **Group Presentation on Qualitative Critical Research Methodology & Theoretical Framework in Education (excluding any of the ones we read about in class) - 40 points**
3. **Critical Qualitative Research Article Critique Paper - 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 with the exception of the final blog where your responses will be due by the last day of class - Friday, 8/9 by 11:50pm (rather than the usual Saturday).

**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.

**CRITICAL QUALITATIVE RESEARCH ARTICLE CRITIQUE (30 points)**

The purpose of this assignment is to choose one empirical research article and write a 500-750 word paper critiquing it. Submit paper in the Sakai "Assignments" tab under "Article Critique" by Saturday, 8/3 no later than 11:50pm.

**What is an article critique?**

An article critique requires you to critically read a piece of research and identify and evaluate the strengths and weaknesses of the article.

**How is a critique different from a summary?**

A *summary* of a research article requires you to share the key points of the article so your reader can get a clear picture of what the article is about. A critique may include a brief summary, but the main focus should be on your *evaluation* and *analysis* of the research itself.

**What steps need to be taken to write an article critique?**

Before you start writing, you will need to take some steps to get ready for your critique:

- Choose an article based on empirical research that utilizes a critical qualitative research methodology (it can be a reading from this course or an outside reading of your choice).
- Re-read the article to get an understanding of the main idea.
- Re-read the article again with a critical eye.

As you read, take note of the following:

- What are the credentials of the author/s?
- What is the author's positionality?
- Are the chosen research methods appropriate to answer the research question(s)? Why? How?
- Are there issues related to the generalizability of the results?
- What are the strengths of the article?
- What could use improvement?
- Is the article timely and relevant or is it outdated?
- Did the author/s ground their research in theory and previous literature?

**What is included in an article critique?**

An article critique has four main parts:

**1. Introduction** (5 points)

Include an introductory paragraph that includes the following:

- The author's name(s) and the title of the article

- The author’s main point
- A thesis statement that previews your analysis

**2. Summary (5 points)**

After your introduction, discuss the following in your own words:

- The main points of the article
- The arguments presented in the article
- The findings of the article

**3. Critique (10 points)**

After summarizing the article, critique the article by doing the following:

- Discuss the strengths and weaknesses of the article that you noted while critically reading the article.
- State your informed opinions about the clarity, relevancy, and accuracy of the article, using specific examples from the article to support your statements.

**4. Conclusion (5 points)**

Finally, end your article critique with a conclusion that does the following:

- Summarize the key points in the article, as well the key points from your own analysis.
- Close with a comment about the significance of the research or a statement of future research needed in the field.

**5. Technical Features of Paper (5 points)**

Five points maximum will be awarded for a flawless technical paper – no spelling, grammatical, syntactical or APA errors.

- One point will be deducted (for a maximum of five points) for each technical error.

Please refer to the following [model](#) with regards to the structure of the paper. Please use this model as a guide rather than a template.

Consult the following article, [A Step by Step Guide to Critiquing Research](#), to learn more about how to critique qualitative research.

**Grading:** See each section above for total possible points that can be earned.

**GROUP PRESENTATION (40 points)**

**Due Date:** One person from your individual group will submit your presentation in the Sakai “Assignments” tab under “Group Presentation” by Friday, 8/9 no later than 11:50pm.

**Group Composition:** To sign up for a topic (you will list your chosen methodology and framework) and join a group, go the [RMTD 580 Summer 2019 Group Presentation Sign-Up sheet](#) where you can choose a qualitative critical research methodology and/or method to work on and sign up accordingly. There will be five groups of three and there are no exceptions to this composition.

**The Assignment:** The purpose of the group presentation is to collaboratively research, present, and provide resources for one methodology and accompanying theoretical framework Here are some examples you may consider (this is in no way an exhaustive list). In other words, choose a methodology and a theoretical framework that you imagine would work well together. Note that these are not listed next to one another as “couples” – rather, you can choose any methodology and any theoretical framework that you think fit well together.

<b>Methodologies</b>	<b>Theoretical Frameworks</b>
Critical Ethnography	Chicana Feminist Epistemology
Auto Ethnography	Endarkened Feminist Epistemology
Narrative Inquiry	Queer Theory
Phenomenology	AsianCrit Theory
Case Study	Critical Race Theory
Performance Ethnography	Bourdieuian Forms of Capital
Grounded Theory	Marxist Theory
Poetics	Intersectionality Theory

	Bronfenbrenner's Ecological Model
	Self-Efficacy Theory
	Figured Worlds Theory
	Borderland Love Ethic Theory

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 qualitative critical research methodology and theoretical framework. 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 6<sup>th</sup> 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](#) to record the session. Visit [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](#) 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?](#) 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?](#) 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 readings 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 (7/1): Understanding Research: paradigms, ontology, theoretical perspective, methodology, and methods**

- Write blog #1 and respond to two peers' blogs
  - Blog is due Wednesday, 7/3 by 11:50p
  - Response to two peers' blogs is due Saturday, 7/6 by 11:50pm
- Read:
  - Historical Overview of Qualitative Research in the Social Sciences pp. 17-42
  - Building on New Foundations: Core Principles and New Directions for Qualitative Research
  - Understanding, selecting, and integrating a theoretical framework in dissertation research: creating the blueprint for your "house"
  - The Case for Qualitative Research
  - The Goodness of Qualitative Research
  - What Good Is Polarizing Research into Qualitative and Quantitative?

### **Week 2 (7/8): What is qualitative critical research in education?**

- Write blog #2 respond to two peers' blogs
  - Blog is due Wednesday, 7/10 by 11:50p
  - Response to two peers' blogs is due Saturday, 7/13 by 11:50pm
- Meet with your group
- Read:
  - Critical Approaches to Qualitative Research pp. 165-178
  - Philosophical Approaches to Qualitative Research pp. 81-98
  - Critical Qualitative Methodologies Reconceptualizations and Emergent Construction
  - Just what is critical race theory and what's it doing in a nice field like education?
  - Research is ceremony: Indigenous research practices
  - Navigating the Corporate University: Reflections on the Politics of Research in Neoliberal Times

### **Week 3 (7/15): Counter-storytelling**

- Write blog #3 respond to two peers' blogs
  - Blog is due Wednesday, 7/17 by 11:50p
  - Response to two peers' blogs is due Saturday, 7/20 by 11:50pm
- Meet with your group
- Read:
  - A Student-Teacher Testimonio- Reflexivity, Empathy, and Pedagogy
  - Privileged and Undocumented: Toward a Borderland Love Ethic
  - Increasing the Depth of Field: Critical Race Theory and Photovoice as Counter Storytelling Praxis
  - Resisting the Orthodox Smart Label: High School Latinas and the Redefinition of Smartness on the Western Frontier
  - The Vulnerable Academic: Personal Narratives and Strategic De/Colonizing of Academic Structures
  - Un-American: Latina high school students' testimonios of American and white conflation in the middle of nowhere

### **Week 4 (7/22): PhotoVoice**

- Write blog #4 and respond to two peers' blogs
  - Blog is due Wednesday, 7/24 by 11:50p
  - Response to two peers' blogs is due Saturday, 7/27 by 11:50pm
- Meet with your group
- Read:
  - A Review of Research Connecting Digital Storytelling, Photovoice, and Civic Engagement

- Beginning a Classroom Inquiry: Using Photovoice to Connect College Students to Community Science
- "It's Like We Are Legally, Illegal": Latino/a Youth Emphasize Barriers to Higher Education Using Photovoice
- Photovoice: Concept, Methodology and Use for Participatory Needs Assessment
- Picturing Ethnic Studies: Photovoice and Youth Literacies of Social Action
- Using Photovoice to Uncover Campus Issues and Advocate Change for Black Males

#### **Week 5 (7/29): Youth Participatory Action Research**

- *Submit Critical Qualitative Article Critique Paper by Saturday, 8/3 by 11:50pm*
- Write blog #5 and respond to two peers' blogs
  - Blog is due Wednesday, 7/31 by 11:50p
  - Response to two peers' blogs is due Saturday, 8/3 by 11:50pm
- Read:
  - What is Youth Participatory Action Research?
  - The Critical Pedagogy of Mentoring: Undergraduate Researchers as Mentors in Youth Participatory Action Research
  - How Getting Close to Your Subjects Makes Qualitative Data Better
  - Culturally responsive, relational, reflective ethics in research: The three Rs.
  - Qualitative Methodological Considerations for Studying Undocumented Students in the United States
  - Approaching praxis: YPAR as critical pedagogical process in a college access program.

#### **Week 6 (8/5): Portraiture**

- *Submit Group Presentation by Friday, 8/9 by 11:50pm*
- Write blog #6 and respond to two peers' blogs
  - Blog is due Wednesday, 8/7 by 11:50p
  - Response to two peers' blogs is due Friday, 8/9 by 11:50pm
- Read:
  - Reflections on Portraiture: A Dialogue Between Art and Science
  - The Song (Does Not) Remain the Same: ReEnvisioning Portraiture Methodology I Educational Research
  - Collage Portraits as a Method of Analysis in Qualitative Research
  - Research as an Aesthetic Process: Extending the Portraiture Methodology
  - Researcher-Portraitists: An Exploration of Aesthetics and Research Quality

**Group Presentation - 40 total possible points**  
**Collaborative Presentation Rubric Online**

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
<b>Presentation/Content (Group grade)</b>	<b>0-2 points</b>	<b>3-4 points</b>	<b>5-6 points</b>	<b>7-8 points</b>	/8
	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 6 <sup>th</sup> ed.).	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 6 <sup>th</sup> ed.).	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 inconsistencies 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 6 <sup>th</sup> ed.) for the most part.	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 6 <sup>th</sup> ed.).	
<b>Presentation/Design (Group grade)</b>	<b>0-1 points</b>	<b>2-3 points</b>	<b>3-4 points</b>	<b>5-6 points</b>	/8
	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	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.	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.	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.	
<b>Presentation/Oral Delivery (Group grade)</b>	<b>0-1 points</b>	<b>2-3 points</b>	<b>3-4 points</b>	<b>5-6 points</b>	/8
	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.	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.	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	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.	

			evident for the most part.		
--	--	--	----------------------------	--	--

## Collaborative Presentation Rubric (continued)

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
<b>Presentation/ Notes/ Transcript (Group grade)</b>	<b>0-1 points</b> 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.	<b>2 points</b> 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.	<b>3 points</b> "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.	<b>5-6 points</b> "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.	/8
<b>Contribution to Group (Individual grade)</b>	<b>0-1 points</b> 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.	<b>2-3 points</b> 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.	<b>3-4 points</b> 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.	<b>5-6 points</b> 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.	/8
<b>Timeliness* and Length of Presentation (Group grade)</b>  (* unexcused late)	<b>Deduct 5-6 points</b> Collaborative presentation is completed 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length.	<b>Deduct 3-4 points</b> Collaborative presentation is completed 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	<b>Deduct 1-2 points</b> Collaborative presentation is completed within 1 day (24 hours) after the deadline and meets the required length (10-15 slides).	<b>0 points deducted</b> Collaborative presentation is completed by the deadline and meets the required length (10-15 slides).	- /8
<b>TOTAL POINTS (sum of 6 Criteria)</b>					<b>/40</b>