### Graduate Programs—NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>DEPARTMENT NAME:</th>
<th>COLLEGE OF:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDED COURSE IDENTIFICATION:</th>
<th>EFFECTIVE DATE</th>
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<tbody>
<tr>
<td>PREFIX <em><strong>ADE</strong></em>______ COURSE NUMBER 6___________ LAB CODE (L or C) _____</td>
<td>(first term course will be offered): SPRING 2008</td>
</tr>
</tbody>
</table>

(TO OBTAIN A COURSE NUMBER, GO TO www.fau.edu/academic/registrar/UUPCinfo/)

<table>
<thead>
<tr>
<th>COMPLETE COURSE TITLE</th>
<th>TEXTBOOK INFORMATION:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CREDITS: 3</th>
<th>GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR <em><strong>X</strong></em>_ PASS/FAIL, ______ Satisfactory/Unsatisfactory ______</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COURSE DESCRIPTION, NO MORE THAN 3 LINES:</th>
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<tbody>
<tr>
<td>Introduces learners to theoretical foundations and practical applications of workplace learning and development in educational, governmental, community and private organizations. Formal learning and training, informal and self-directed learning, and career development will be considered from the individual, group, and organizational levels in a multidisciplinary perspective.</td>
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</table>

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<thead>
<tr>
<th>PREREQUISITES:</th>
<th>COREQUISITES:</th>
<th>OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATE STATUS</td>
<td></td>
<td>GRADUATE STATUS</td>
</tr>
</tbody>
</table>

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS

### MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

18 GRADUATE HOURS IN ADULT EDUCATION AND/OR HUMAN RESOURCE DEVELOPMENT

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Dr. Peggy Golden, Chair, Management and International Business, College of Business

Dr. Lucy M. Guglielmino (lguglie@fau.edu) 561-706-0394 and Dr. Valerie Bryan (bryan@fau.edu) 561-799-8639

Faculty Contact, Email, Complete Phone Number

### SIGNATURES

**Approved by:**

Department Chair: ________________________________________________________________

College Curriculum Chair: __________________________________________________________

College Dean: ______________________________________________________________________

UGPC Chair: ________________________________________________________________________

Dean, Graduate Studies: __________________________________________________________

**Date:**

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: www.fau.edu/graduate/gpc/index.php to download this form and guidelines to fill out the form.

Email this form and syllabus to sfulks@fau.edu and egirjo@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAUnewverseUG—Revised June 2007
FLORIDA ATLANTIC UNIVERSITY  
Department of Educational Leadership  
College of Education

COURSE NUMBER: ADE 6387

COURSE TITLE: Workplace Learning and Development

COURSE INSTRUCTOR:

Email:

CATALOG DESCRIPTION:
The three-credit hour course introduces learners to theoretical foundations and practical applications of workplace learning and development in educational, governmental, community and private organizations. Formal learning and training, informal and self-directed learning, and career development will be considered from the individual, group, and organizational levels in a multidisciplinary perspective.

COURSE CONNECTION TO THE CONCEPTUAL FRAMEWORK:
A broad examination of theory and practice in workplace learning which encompasses a wide diversity of organizations and individuals provides a sound foundation for meaningful reflection and ethical decision-making by educational leaders in organizations.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
The following guidelines were used in developing the course.

- CPAE Guidelines for Graduate Programs in Adult Education, ASTD Competency List, Adult Educator Assessment among others; incorporated in Knowledge, Attitudes, and Skills for Adult Educators (KASAE).
- Florida Educational Leadership Examination Competencies
- Florida Principal Competencies
- NCATE Competencies

COURSE OUTCOME STATEMENTS: This course will allow learners to:

- Begin to think strategically and critically about workplace learning and development and learning interventions, considering effective designs for diverse organizations and populations.
• Define the core theoretical principles related to workplace learning and development.

• Identify and contrast core philosophical and theoretical principles related to workplace learning and development and HRD.

• Identify and contrast core concepts and methodologies in the primary processes of organization development and individual development (i.e., training and career development).

• Understand and analyze organizations from the individual, group, and organizational perspective.

• Articulate an emerging belief about workplace learning and development.

• Experience and analyze group dynamics through a team-based learning project, recognizing and valuing diversity.

TEXTBOOKS:

ISBN: 0-7382-0604-0.


Active Learning and Creating A Learning Environment

“Teaching only happens when learning does.
Learning only takes place when you teach something to yourself.”
~ Anthony De Mello

Learning can only happen when you take an active role. It is important to place more emphasis on developing your insights and skills than on transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will be more likely to result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your own mind.

Although an active role can look different for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of those around you (facilitator and your colleagues). You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues. During
class we will strive to clarify, supplement, and analyze the things you are reading. Lecture and presentations will be minimal; class sessions will include small and large discussion groups based on readings and pertinent current topics, “stories,” simulations, experiential exercises, application activities, case studies, guest speakers, etc. We will become a learning community, learning more broadly and deeply about the content through each others’ opinions, knowledge, and experience.

You are responsible for all assigned readings and all materials, whether presented or not presented in class.

As a participant in this class, you are expected to:

1. Be committed to learning as much as possible.
2. Be ready to work hard to reach class and learning goals.
3. Take responsibility to direct your own learning and study. Motivate yourself to excel in this course!
4. Appraise assigned readings and others you contribute critically and reflectively. Bring your books and readings to every class.
5. Raise relevant and fresh questions and contribute your observations and opinions. Help to keep our inquiry rigorous and lively.
6. Take class and team responsibilities seriously.
7. Practice good and constructive group participation methods and behaviors.
8. Conduct yourself with a high level of professionalism.
9. Treat other class members with the same respect and courtesy you would like for yourself at all times.
10. Help create a safe learning community that strives for mutual exploration, discovery, and learning.
11. Treat information shared in class with respect, sensitivity, and confidentiality.
12. Attend every class. In the fast track, five week courses, you cannot miss a class.
## ASSIGNMENTS AND EVALUATION

Content-Tentative Course Outline for Fast Track Course-Subject to change

<table>
<thead>
<tr>
<th></th>
<th>Class Date</th>
<th>Readings due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>all readings due on date listed</td>
<td>all assignments are due on the date listed</td>
</tr>
</tbody>
</table>
| Week 1 |            | HRD: Chapter 1 and 2  
WPL: Chapter 1 and 3 | Welcome and Introduction  
Overview of the Course  
Creating a Learning Community  
Reading Dialogue Chapters 1 and 2  
Worksheet: The Role of the WPL  
Facilitator/Manager |
| Week 2 |            | HRD: Chapter 3; 4; 5  
WPL: Chapter 2; 4; 5 | Story Journal  
Review Project: *Building the Learning Organization*  
Field Trip: Delray Beach Library: Is it a learning organization?  
Worksheet: Step One: Formulate a Vision  
Worksheet: Step Two: Communicate the Vision |
| Week 3 |            | HRD: Chapter 6;7;8  
WPL: Chapter 6 | Story Journal  
Research Project and Presentation  
Worksheet: Step Three: Clarify the Goals  
Worksheet: Step Four: Clarify the People |
| Week 4 |            | HRD: Chapter 9;10;11;12  
WPL: Chapter 7 | Story Journal  
Review Project: (article will be assigned)  
Worksheet: Step Five: Action Plan and Alignment  
Worksheet: Step Six: Establish policy  
Palm Beach County Schools HRD  
The Motorola University |
| Week 5 |            | HRD: Chapters 13; 14; 15 | Team Field Project: Oral Report  
Team Field Project: Written Report  
Worksheet: Step 7: The work climate  
Worksheet Step 8: Follow-up  
Course Summary and Evaluation |
LEARNING AND APPLICATION PROJECTS

STORY JOURNALS – Topics in Action (Dates)
Write a story journal entry telling a story in which you experienced, as a learner or worker, the reading topics and provide examples of the chapter topic in action. Choose four of the reading topics for week 2, week 3, and week 4 as part of your story journal that you write and present for each of those weeks. The purpose of this assignment is to help you make personal connections to the course readings. The story journal should be a minimum of three pages in total and your oral presentation to the class will be about 10-12 minutes in length.

For example: Week 2 reading from HRD Chapter 2 could be the topic of Learning Partnerships (p. 32). Your story would reflect your experience involved in this topic or as a facilitator in this type of project. In addition to describing your experience, you will include examples of what specifically was involved in the “learning partnerships.”

RESEARCH PROJECT (Dates)
The purpose of this exercise is to familiarize the learner with the various publications and issues in the field of workplace learning and development, enhance his or her research skills, and allow the application of principles learned during the course. Each person will select a topic that is of interest from the topics being studied such as: challenges to organizations and HRD professionals, learning organizations, values and ethics, career counseling, evaluation and assessment of workplace learning, trends in WPL, program planning, international aspects, or other pertinent topics. He or she will then locate 5 or 6 articles in that area and prepare a composite research paper that will summarize the area. The research paper will be from 10 to 15 pages in length. The learner will prepare an oral presentation to the class on the research topic. The presentation will be about 8 to 10 minutes in length. Appropriate visual aids are expected. The articles must come from recognized scholarly sources such as:

Adult Education Quarterly
Adult Learning (formerly Lifelong Learning)
Group Dynamics
Human Resource Development International
Human Resource Development Quarterly
Improving Human Performance
Innovative Higher Education
International Journal of Human Resource Development and Management
International Journal of Lifelong Learning
International Journal of Self-Directed Learning
Journal of Humanistic Psychology
Journal of Occupational and Organizational Psychology
Journal of Organizational Behavior
Journal of Organization Development
Journal of Workplace Learning
Performance and Instruction
Training and Development Journal
If you are in doubt as to the acceptability of your source, check with the facilitator before starting. Have a copy of the presentation ready to turn in at the beginning of the presentation. Attach copies of your articles to the paper.

**REVIEW PROJECTS:** (Dates)
At two dates within the course, the learners will be given a variety of projects relevant to the current assignment. The projects will cover concepts contained in the reading assignments from the book, assigned articles, and other handouts. The projects may consist of case study analysis, essay questions, book chapters, or personal reflection. The written paper length of each project will vary as appropriate to the assignment. The oral presentation of the findings from the review will be 8-10 minutes.

In your review of the reading assignment for this review project, focus on:

- What is the purpose or focus of the article (reading assignment)?
- What are the main points?
- What are the key findings? If the reading is a research article, do the methodology and conclusions appear to be sound?
- What might you add to the knowledge base identified in the reading?

**TEAM FIELD PROJECT: Comparative Analysis of Workplace Learning and Development in Two Organizations**

**Three Part Project** (Dates)

The purpose of this assignment (will be accomplished as a team of two members) is to provide an applied experience to explore Workplace Learning & Development initiatives across two organizations. This project has been designed in increments to afford multiple opportunities for learning and assessment. You will operate as “consultants” and this project will consist of:

- Identifying two distinct organizations to explore (one may possibly be your own).
  - Interviewing members of the WPL&D staff (and potentially their supervisors and clients) to determine what the organization now does in the area of training and workplace learning, career development, and organization development. The nature of the interviews is exploratory and informational. You will, in effect, be taking inventory of the learning infrastructure of the organization and chronicling their WPL&D activities. This should involve at least one site visit by the team to each organization.

- Summarizing your observations, insights, and findings and preparing a comparative analysis of WPL&D in terms of what it does and does not do in each of these three areas in the organization. Use the following questions to guide, but not limit, your assessment:
  - **Training and Workplace Learning.** Is there a catalog of courses? Structured on-the-job training? What needs were identified in the interviews? Who provides the training? What programs are offered? What mechanisms are in place to promote informal and incidental learning? Are training programs integrated with the organization’s vision and mission? Are rewards congruent with the goals of the WPL&D programs? How is training tracked? How is equal access to training and continuity of development over time ensured? How is the program evaluated?
and by whom? How is the WPL&D department structured? Who controls this function? Is WPL&D integrated or are training and organization development separate entities? How is learning promoted? How are managers held accountable for learning? What are the impacts on individual, group, and organization levels? And so forth—

✓ Career Development. What type of career development support is provided? Does the organization provide orientation, outplacement, retirement, transitioning, sequenced curricula for managers, career development assessment and/or training of high potential staff, or succession planning? And so forth—

✓ Organization Development. How is OD organized? Is it a separate function? Who does it? Does it include a total quality management (TQM) component, or process reengineering? What about team building? Is there monitoring of the corporate culture, or organizational climate surveys? And so forth—

To support the work as “consultants,” there will be ongoing class opportunities for information synthesis, problem solving, and dialogue about the projects. The project will be evaluated in three ways: oral report, written report, and team evaluation. The following are the components of the major field project, including evaluation. Specifics will be detailed in the class.

Let the fun begin. . .

1A. TEAM FIELD PROJECT: Oral Comparative Report

Based on the field research, class readings, interviews with organization members, and class discussions, you will be expected to present a comparative analysis of the WPL&D practices and policies in the two organizations. There should be a brief profile of each organization, followed by a number of comparisons regarding the organizations’ practices and policies in each of the areas (training and workplace learning, career development, and organization development). The presentation must reflect insights from the readings. Both the oral and final report will therefore have these sections:

✓ Context: Describe the organization, its purpose, size, location, current status, tenure, location, structure, and size of the HRD function.

✓ Findings: Training and Workplace Learning, Career Development, and Organization Development. What is the organization currently doing in each of these areas?

✓ Comparison and Contrast of WPL&D Practices and Policies: What are the similarities and differences between the organizations with respect to Training and Workplace Learning, Career Development, and Organization Development? What are the pros and cons of the WPL&D efforts in each of these organizations? What should be added, enhanced, or eliminated?

Findings from the study will be presented to the class. You are encouraged to invite your sponsor from the organization studied to hear your report. The oral presentation will be 20 minutes per team followed by 10 minutes of questions and answers from the class. This should be treated as an opportunity to practice the tenets of effective training. Find a way to involve the rest of the class and engage them in working with your findings. Consider bringing a video tape/CD of the organization, or developing a skit to give voice to the interviews. This is an opportunity to be creative! This would provide a good opportunity to bring a video camera to
class to record the presentation. Plan a time after the session to review the tape together to use it to improve the final written report.

1B. TEAM FIELD PROJECT: Written Report
Based on field research, class readings, and interviews and observations with organization members, the group will prepare a written comparative analysis of the WPL&D practices and policies in the two organizations. The paper should provide a brief profile of each organization and make a number of comparisons regarding the organizations’ practices and policies in each of the areas (Training and Workplace Learning, Career Development, and Organization Development). The paper must reflect insights from the readings and incorporate the feedback received from the class presentation. The recommendations should describe how the organization can either enhance, augment, or alter its current practices.

The final document—essentially a 15-20 page report with the comparative analysis must reflect insights from the readings and incorporate the feedback received from the class presentation. Both the oral and final report will therefore have these sections:

- **Context:** Describe the organization, its purpose, size, location, current status, tenure, location, structure, and size of the HR function.
- **Findings:** Training and Workplace Learning, Career Development, and Organization Development. What is the organization currently doing in each of these areas?
- **Comparison and Contrast of HRD Practices and Policies:** What are the similarities and differences between the organizations with respect to Training and Workplace Learning, Career Development, and Organization Development? What are the pros and cons of the HRD efforts in each of these organizations? What should be added, enhanced, altered, or eliminated?

1C. TEAM FIELD PROJECT: Teamwork

The Team Field Project is an opportunity to practice action learning and team facilitation skills. Therefore, there will be some class time to work on the project and build a team. It is expected that the final oral and written products from this experience not be an individual compilation, but rather an integrated synthesis of the work of the team. This grade will be derived from both peer and instructor ratings. The group assessment will be conducted at the end of the class.

**MECHANICS**

All papers must be done on word processor-type equipment (typewritten). All work will be double-spaced. Each paper should contain the project name, student name, course name and number, and date. **APA STYLE OF REFERENCING MUST BE USED.** (see http://depts.washington.edu/psywc/handouts/pdf/aparef.html; http://www.liu.edu/cwis/cwp/library/wprkshop/citapa.htm; http://webstercommnet.edu/apa/apa_index.htm for example). **Do not place the papers in a binder, merely staple at the top, left-hand corner.** Page count is for text only, not including graphics.
PRESENTATIONS

Presentations are a great opportunity for learners to share their learning with other learners on selected topics of interest. This is an opportunity to have fun, share learning in a creative way, and practice your presentation skills. A successful presentation is one from which learning has been acquired and clearly communicated to the audience.

EVALUATION

CRITERIA

<table>
<thead>
<tr>
<th>Attendance and class participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>Research Project</td>
<td>25%</td>
</tr>
<tr>
<td>Review Projects (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Story Journals (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Team Field Project</td>
<td>40%</td>
</tr>
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</table>

TOTAL 100%

NOTE: Late assignments will always be accepted at any time, but will be subject to a grade reduction.

GRADING STRUCTURE

A = 95-100 (4.00); A- = 92-94 (3.67)
An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

B+ = 89-91 (3.33); B = 85-88 (3.00); B- = 82-84 (2.67)
A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

C+ = 79-81 (2.33); C = 75-78 (2.00); C- = 72-74 (1.67)
A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

D+ = 68-71 (1.33); D = 65-67 (1.00); D- = 62-64 (0.67)
A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.
F = 61 & below (0.00)
An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

Additional Information

Special Needs:
It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you are a person with a disability and desire accommodations to complete course requirements, please arrange to meet with the facilitator at your earliest convenience to discuss your request.

Religious Holidays:
In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations to observe religious practices and beliefs with regard to class attendance and the scheduling of examinations and work assignments. Please notify me in advance of your intention to participate in religious observation and request an absence.

Academic Misconduct:
Acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct. Please note the policy on academic misconduct in the University catalog.

Library Information:
All students are expected to have online access to the University Library. You will also need to set up your browser to connect to the proxy server; this enables you to access full-text articles from over 300 journals. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page, or connect directly to http://www.library.fau.edu/ecollect/proxy.htm.

Incomplete Grade Policy:
Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. If the work has not been completed within the time specified on the form (no longer than one year), the grade automatically becomes an F (University policy). It is your responsibility to note the date and complete the work on time.

BIBLIOGRAPHY for Workplace Learning:

A. Books


Caffarella, R. (1992). *Psychosocial development of women: Linkage to leadership in adult education*.


**B. Journals**

*Adult Education Quarterly*

*Adult Learning* (formerly *Lifelong Learning*)

*Adult Literacy and Basic Education*

*Community Education Journal*

*Community Education Research Digest*

*Convergence*
C. Internet Sites

1. Search Engines

Nanyang Technological University Library
http://www.ntu.edu.sg/library/search/tools.htm

Google http://www.google.com
Yahoo http://www.yahoo.com
Alta Vista http://www.altavista.digital.com
Ask Jeeves http://www.ask.com
Excite http://www.excite.com
HotBot http://www.hotbot.com
Lycos http://lycos.com
WiseNut http://wisenut.com

2. Organizations

Academy of Human Resource Development www.ahr.org
Adult and Community Educators of Florida student to find
American Association for Adult and Continuing Education student to find
American Society for Training And Development www.astd.org
Commission of Professors of Adult Education student to find
Florida Department of Education student to find
National Community Education Association student to find
New Horizons for Learning www.newhorizons.org
International Society for Organizational Learning
International Society for Self-Directed Learning www.sdlglobal.com
3. Reports, Standards, etc.

APA Style web sites
http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html

4. Resources (Materials, Activities, etc.)

Philosophy http://home.twcny.rr.com/hiemstra/philchap.html
Learning Theories http://www.funderstanding.com/theories.cfm
Learning Styles http://www.virtualschool.edu/mon/Academia/KierseyLearningStyles.html
http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a21/4a21.htm
http://fairway.ecn.purdue.edu/asee/fie95/4a2/4a22/4a22.htm
Brain Research http://www.nationalforum.com/TOTHaer10e3.html
Adult Development http://www.newhorizons.org/article_hermansn.html
Self-Directed Learning and Critical Reflection
http://home.twcny.rr.com/hiemstra/selfdiagnose.html
http://home.twcny.rr.com/hiemstra/sdskills.html
Instructional Tips http://hometwcny.rr.com/hiemstra/ndacrog.html
http://www.newhorizons.org/article_billington1.html
http://www.newhorizons.org/lm_dunning.htm
http://www.utexas.edu/world/lecture/

Addresses for Uniform Resource Locators (URLs) change from time to time. Addresses become outdated rapidly. Use the search engines to find new addresses.
## SCORING RUBRICS

**Rubric for “Review Project” (Analyzing/critiquing articles)**

<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>Below Master level</th>
<th>Good work</th>
<th>Excellent Work</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall content</td>
<td>The reviews lack meaningful content</td>
<td>The reviews present the content well</td>
<td>The reviews excel in content presentation</td>
<td>1</td>
</tr>
<tr>
<td>Requirements</td>
<td>The reviews are missing requirements of the assignment</td>
<td>The reviews address almost all of the requirements of the assignment</td>
<td>The reviews address all of the requirements of the assignment completely</td>
<td>2</td>
</tr>
<tr>
<td>Level of Understanding</td>
<td>The reviews lack breadth and depth of understanding</td>
<td>The reviews show some breadth and depth of understanding</td>
<td>The reviews show clear breadth and depth of understanding</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>The reviews show only the ideas of others and do not demonstrate critical thinking skills</td>
<td>The reviews show few original ideas and critical thinking skills</td>
<td>The reviews show original ideas and critical thinking skills</td>
<td>4</td>
</tr>
<tr>
<td>Integration of Theory Discussed in Class</td>
<td>The reviews do not integrate theory discussed in class</td>
<td>The reviews integrate theory discussed in class somewhat</td>
<td>The reviews integrate theory discussed in class well</td>
<td>5</td>
</tr>
<tr>
<td>Overall Writing</td>
<td>The reviews are not well written</td>
<td>The reviews are well written</td>
<td>The reviews are extremely well written</td>
<td>6</td>
</tr>
<tr>
<td>English Usage</td>
<td>The spelling, grammar, punctuation, and language skills are not correct (many errors)</td>
<td>The spelling, grammar, punctuation, and language skills are mostly correct (some errors)</td>
<td>The spelling, grammar, punctuation, and language skills are correctly presented</td>
<td>7</td>
</tr>
<tr>
<td>Sentence Construction</td>
<td>Sentences and paragraphs are poorly constructed</td>
<td>Sentences and paragraphs are constructed well but with some errors</td>
<td>Sentences and paragraphs are effectively constructed</td>
<td>8</td>
</tr>
<tr>
<td>Organization and Use of Headings</td>
<td>Heading are not used appropriately and clearly and the paper is not well organized</td>
<td>Headings are used inconsistently but the paper is fairly well-organized</td>
<td>Headings are used appropriately and clearly and the paper is well organized throughout</td>
<td>9</td>
</tr>
<tr>
<td>Focused Writing</td>
<td>The writing is not concise and focused</td>
<td>The writing is mostly concise and focused</td>
<td>The writing is concise and focused</td>
<td>10</td>
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</tbody>
</table>
## WRITTEN ASSIGNMENT EVALUATION FORM

### CONTENT

#### Appropriateness
(meets objectives of assignment)

<table>
<thead>
<tr>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

Comments:

#### Thoroughness
(addresses and deals with the issues involved at an adequate breadth and depth)

<table>
<thead>
<tr>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

Comments:

#### Organization
(understandable; possesses logical sequence, separation and flow of ideas; smooth transitions to next idea)

<table>
<thead>
<tr>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

Comments:

#### Integration
 compares and illustrates learned concepts with examples from own personal work situations; uses outside research when appropriate)

<table>
<thead>
<tr>
<th>1*</th>
<th>2*</th>
<th>3*</th>
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<th>5*</th>
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</thead>
</table>

Comments:

#### Understanding
(demonstrates understanding of theory or concepts in assignment)

<table>
<thead>
<tr>
<th>1*</th>
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<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

Comments:

#### Critical Thinking
(discussion, recommendations and conclusions based on objective analysis of issue)

<table>
<thead>
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<th>1*</th>
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<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

Comments:

### WRITTEN PRESENTATION

#### Writing Skills
(spelling, grammar, punctuation, language skills, paragraph and sentence construction)

<table>
<thead>
<tr>
<th>1*</th>
<th>2*</th>
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<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

Comments:

#### Format
(use of headings, conformity to approved guidelines, readability, general appearance, length)

<table>
<thead>
<tr>
<th>1*</th>
<th>2*</th>
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<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

Comments:

#### Creativity
(originality, interest)

<table>
<thead>
<tr>
<th>1*</th>
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</tr>
</thead>
</table>

Comments:

#### Timeliness
(submitted on or before assigned deadlines)

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<tr>
<th>1*</th>
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<th>4*</th>
<th>5*</th>
</tr>
</thead>
</table>

* 1 = unacceptable/F   2 = not satisfactory/D   3 = satisfactory/C   4 = good/B   5 = excellent/A
## ORAL PRESENTATION EVALUATION FORM

### CONTENT

<table>
<thead>
<tr>
<th></th>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
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</thead>
<tbody>
<tr>
<td>Introduction/Overview of issue</td>
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<td>(sets a map; stirs interest)</td>
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<td><strong>Comments:</strong></td>
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<tr>
<td>Accuracy/completeness of diagnosis</td>
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<tr>
<td>(identifies and correctly deals with all issues; utilizes appropriate research; completeness)</td>
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<td><strong>Comments:</strong></td>
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<tr>
<td>Organization</td>
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<td><strong>Comments:</strong></td>
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<td>Understanding</td>
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<td>(demonstrates understanding of concepts in assignment)</td>
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<td><strong>Comments:</strong></td>
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<td>Integration</td>
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<td>(compares and illustrates learned concepts with examples from own personal work situations; uses outside research)</td>
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<td>Critical Thinking</td>
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<tr>
<td>(discussion demonstrates understanding of learned theory or concepts in assignment and recommendations based on objective analysis of issue)</td>
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<td><strong>Comments:</strong></td>
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### PRESENTATION

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<tbody>
<tr>
<td>Presentation Skills</td>
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<tr>
<td>(demonstrates preparation and rehearsal; vocabulary, grammar, vocal variety, gestures, eye contact, body language, enunciation, avoids “filler words”, trite or colloquial phrases)</td>
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<td><strong>Comments:</strong></td>
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<tr>
<td>Presentation Dynamics</td>
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<tr>
<td>(pace, humor, confidence, creativity, innovation, interest value, enjoyment for learners)</td>
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<td>Visual Aids</td>
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<tr>
<td>(use of, readability, appropriateness)</td>
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<td>Timeliness</td>
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<td><strong>Comments:</strong></td>
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Team Assessment Form

Each person on the team will complete this form to provide an evaluation of each person’s contribution (including your own) to the final product. Please indicate the level of contribution in terms of:

1) Quantity of work – how much time did this person put into making this a successful project?
2) Quality of work – to what level did this person contribute value to making this a successful project?

Scale – 5= very high, 4 = high, 3 = satisfactory, 2= low, 1 = very low

Your Group/Project Name (if applicable)

<table>
<thead>
<tr>
<th>Quantity of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of group members (include yourself)</td>
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<tr>
<td>COMMENTS:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of group members (include yourself)</td>
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<td></td>
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<tr>
<td>COMMENTS:</td>
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</tbody>
</table>