

EDCC 501 Creating Cultures of Change
Eastern Mennonite University at Lancaster
Master of Arts in Education
June 25-29, 2012

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Credit Hours: 3 semester hours

Class Schedule: Monday-Friday, 8:00am – 12:00 pm, 12:30 – 5:00 pm = total class hours = 42.5 hours

Course Description:

This core course emphasizes concepts such as reflective practice, student centered learning, and processes for transformative change. Applying a constructivist perspective, participants will learn how to become meaningful change agents in classrooms and educational settings. Emphasis will be placed on integrating theory with practice as participants work through models of change utilizing their first-hand experiences within their own classrooms and educational settings.

Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship (S): to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry (I): to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge (PK): to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication (C): to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring (Ca): to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership (L): to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes:

Students successfully completing this course will:

1. Define and provide a rationale for inquiry-based constructivist practice from both professional and theoretical bases. (S, I, PK)
2. Critically examine personal assumptions and beliefs about teaching and learning. (I, PK, C)
3. Plan for learning environments using inquiry-based constructivist practice. (C, Ca, L)
4. Enact teaching practice through various inquiry-based constructivist learning designs. (PK)
5. Create classrooms and/or educational settings where student inquiry is encouraged. (I)
6. Become transformative teacher leaders. (L)

Required Text:

Marlowe, B.A., & Page, M.L. (2005). *Creating and sustaining the constructivist classroom* (2nd ed.).

Thousand Oaks, CA: Corwin Press. (ISBN #: 1-4129-1451-5)

Course Requirements:

1. Attendance, Participation & Assigned Readings (20 pts = 10%) You will be expected to function in a leadership capacity throughout the duration of the course. This may involve such activities as giving a short presentation, leading a discussion group, or participating in various instructional activities as a leader. You may be asked to complete such activities as performing on-line research or selecting an article relevant to classroom discussions. You will be expected to participate fully in all class exercises and discussions. Since the course is taught in a compressed time period and much of the class involves interactive learning experiences with colleagues, absences must be kept to a minimum. Please contact the instructor if any absence is anticipated. ***University policy includes lowering of the course grade for absences that exceed a total of 300 minutes of class time. Please refer to the MA in Education Handbook for specific details.***

In preparation for daily class discussion you will be asked to read assigned chapters from your textbook, as well as additional readings on selected topics from professional journals. It is very important to come to class prepared each day in order to engage in meaningful and informed discussions.

2. Team Professional Journal Article Review & Presentation (30 pts = 15%) (To be presented in class, Wednesday, June 27)

The primary purpose of this assignment is to have you become familiar with the research on current inquiry-based and constructivist practices in educational settings. It is important as professional educators to examine the research, views, and praxis of researchers and practitioners on an ongoing basis. Working together in a team of 2-3, you will select an article of interest from a professional journal and then participate in a literature circle during class, and as a team you will critically examine and discuss the article. Your team will then develop a short presentation of the article and lead a class discussion in order to gain further insight from your colleagues (who will have read your article beforehand). Overall, please plan on a 20-25 minute presentation/discussion session. As part of your team presentation you will create a class handout (one for each of your peers and your professor) that includes the following:

- ◆ a short article **summary** that highlights the main points of the article
- ◆ a **review** of the article that includes your **justified** opinions of the research
- ◆ **your ideas** for practical classroom implementation of the main points of the article
- ◆ a **visual** that best represents the article
- ◆ a **minimum of 3 questions** designed to evoke a compelling discussion
- ◆ a **full APA citation** of the article
- ◆ **Refer to the attached rubric on p. 9 for specific guidance.**

3. Interactive Learning Experience (40 pts = 20%) (To be presented in class, Friday, June 29)

This team research project and presentation will provide you with the opportunity to explore a topic of mutual professional interest that will apply to your own teaching or professional environment. It will also model one of the main tenets of inquiry teaching and constructivism; that is, working collaboratively to ask good questions, dialogue, and ultimately construct your own learning and that of your colleagues. Working together in a team of 2-3, you will prepare an interactive learning experience for the class based on the principles of constructivist and inquiry-based teaching. Your team interactive learning experience should include the following criteria:

- ◆ 40-45 minutes duration
- ◆ Student centered **learning activities** that will actively engage your peers and reflect your understanding of inquiry-based constructivist learning
- ◆ a **handout** for your peers and professor, containing a brief summary of your topic and how it relates to inquiry-based constructivist learning
- ◆ an **annotated bibliography** of at least 4 sources that target your topic

- ◆ *Refer to the attached rubric on p. 9 for specific guidance.*

4. Final Exam (30 pts = 15%) This 2-page summative paper will be written in class (using your own laptop or an EMU computer) on the last day of class, **Friday, June 29.**

It will allow you to:

- ◆ Articulate your present understanding of the theory of constructivism & how it links to inquiry-based instruction.
- ◆ Analyze the pros and cons of constructivism and inquiry-based instruction, provide your personal opinion of this philosophy of teaching, and give a rationale with specific examples to support your position.
- ◆ Indicate the goals you have for the transformative changes you plan to implement for your future practice relative to your unique professional setting.
- ◆ *Refer to the attached rubric on p. 10 for specific guidance.*

5. Constructivist Applications Project (80 pts = 40%) (Due electronically via email, July 30, 2012)

You will design a culminating project that identifies a specific area of interest and application of inquiry-based constructivist principles to your own unique professional setting. This will allow you to begin applying your learning from this course in a very practical way.

The culminating project should include the following:

- ◆ A typed **brief** overview of the project (due Friday, June 29)
- ◆ An introduction that provides a rationale (why you have chosen it), goals (what you hope to accomplish), grade level(s), subject(s), & instructional objective(s) for the project
- ◆ The detailed & organized body of the actual project (e.g. teacher instructions, student instructions, handouts, activities, technology used, timeline, parent/caregiver letter, student grading rubric, etc.)
- ◆ A list of all references used in APA format
- ◆ *Refer to the attached rubric on p. 11 for specific guidance.*

Course Evaluation: The following is a summary of the course requirements:

Course Assignment	Point Value	Percentage of Course Grade	Due Date
Attendance/Participation Readings & Discussion	20	10%	Ongoing throughout the week
Team Journal Article Review & Presentation	30	15%	Wednesday, June 27 (in class)
Team Interactive Learning Experience Presentation	40	20%	Friday, June 29 (in class)
Final Exam	30	15%	Friday, June 29 (in class)
Constructivist Applications Project	80	40%	Monday, July 30 (email to professor)

To receive an "A" for the course students must meet the point values indicated on the grading scale, as well as meet the following criteria:

- ◆ Attend all class sessions
- ◆ Submit all assignments on time
- ◆ Adhere to university guidelines for academic integrity
- ◆ *Students who do not complete course requirements by the specified deadlines, whose work is below university standards, who miss class sessions, or do not adhere to university guidelines for academic integrity, may receive a course grade of "C" or below.*

Grading Scale:

Letter Grade	Point Range	Percentage Range
A	190-200	95-100
A-	184-189	92-94
B+	176-183	88-91
B	166-175	83-87
B-	160-165	80-82
C+	154-159	77-79
C	146-153	73-76
C-	140-145	70-72
D	128-139	64-69
F	127 or ▼	63 or ▼

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style:

Students are expected to follow the EMU Writing Standards Graduate Level rubric (attached, p. 12) for all written assignments. In addition, students are expected to use the *Publication Manual of the American Psychological Association (6th Ed.)* for written assignments, including all citations, annotated bibliographies and references.

Professional Knowledge Base:

This course is intended to be an introduction to constructivist theory, inquiry-based learning, transformative leadership, and reflective teaching espoused by the EMU Education Department. Materials from a variety of sources inform the class. The following sources provide the professional knowledge base for this course:

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing*. New York: Longman.

Airasian, P. W., & Walsh, M. E. (1997). Constructivist cautions. *Kappan*, 78, 444-449.

Baviskar, S. N., Hartle, R. T. & Whitney, T. (2009). Essential criteria to characterize constructivist teaching:

Derived from a review of the literature and applied to five constructivist-teaching method articles.

International Journal of Science Education, 31(4), 541-550. doi: 10.1080/09500690701731121

Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: ASCD.

- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.
- Dewey, J. (1944). *Democracy and education*. New York: Macmillan (first published, 1915.)
- Educational Leadership. *The constructivist classroom*. Vol. 57, No. 3 November, 1999. Alexandria, VA: ASCD.
- Fosnot, C. T. (1996). *Constructivism: Theory, perspectives and practice*. New York: Teachers College Press.
- Gagnon, Jr., G. W. & Collay, M. (2001). *Designing for learning: Six elements in constructivist classrooms*. Thousand Oaks, CA: Corwin Press.
- Gagnon, G. W., Jr. & Collay, M. (2006). *Constructivist learning design: Key questions for teaching to standards*. Thousand Oaks, CA: Sage.
- Gordon, M. (2009). The misuses and effective uses of constructivist teaching. *Teachers and Teaching: Theory and Practice*, 15(6), 737-746. doi: 10.1080/13540600903357058
- Gordon, M. (2009). Toward a pragmatic discourse of constructivism: Reflections on lessons from practice. *Educational Studies*, 45, 49-58. doi: 10.1080/00131940802546894
- Henderson, J. G. (1996). *Reflective teaching: The study of your constructivist practices*. Columbus, OH: Merrill.
- Henderson, J. G. (2001). *Reflective teaching: Professional artistry through inquiry* (3rd ed.). Upper Saddle River, NJ: Merrill.
- Hermann, R. S. & Miranda, R. J. (2010). A template for open inquiry. *The Science Teacher*, 77(8), 26-30.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2007). *Guided inquiry: Learning in the 21st century*. Westport, CT: Libraries Unlimited.
- Littky, D. (2004). *The big picture: Education is everyone's business*. Alexandria, VA: ASCD.
- Marshall, J. C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics*, 111(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x
- Martinello, M. L., & Cook, G. E. (2000). *Interdisciplinary inquiry in teaching and learning*. New York: Macmillan.
- Olsen, D. G. (2000). Constructivist principles of learning and teaching methods. *Education*, 120(2), 347-355.
- Palmer, D. (2005). A motivational view of constructivist-informed teaching. *International Journal of Science Education*, 27(15), 1853-1881. doi: 10.1080/09500690500339654
- Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass.

- Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education, 130*(2), 241-250.
- Regan, T. G., Case, C. W., & Brubacher, J. W. (2000). *Becoming a reflective educator* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Richardson, V. (2003). Constructivist pedagogy. *Teacher's College Record, 105*(9), 1623-40.
- Ross, J. A. & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement, 17*(2), 179-199.
- Slattery, P. (1995) *Curriculum development in the postmodern era*. New York: Garland Publishing.
- Zahorick, J. A. (1995). *Constructivist teaching: Fastback*. Bloomington, IN: PDK Kappa Educational Foundation.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

EDCC 501 Creating Cultures of Change
TENTATIVE Course Outline
June 25-29, 2012 (8:00 a.m. - 5:00 p.m.)

Class Date	Class Session Topics	Class Learning Activities & Assignments	Chapters/Articles for Discussion
Mon. June 25	<i>Contemplating Change: Inquiry-based Constructivist Teaching</i>		
	Session 1: Contemplating & Embracing Change	Small Group Discussion – Children’s Literature	
	Session 2: Inquiry-Based Constructivist Practices & Beliefs	PowerPoint, Discussion & Small Group Activities	<i>Marlowe & Page, ch. 1-3</i>
	Session 3: The School Environment	PowerPoint, Discussion & Small Group Activities	
	Session 4-5: Syllabus, APA & On-line Research Overview	Syllabus & Course Reqs Overview; Journal Article Team Assignments & Organization; Choose article	<i>Journal articles located on Moodle</i>
	Session 6: Journal Team Research Daily Wrap-Up: What have I learned & accomplished today that will positively impact my future practice?	Journal Team Article Reading, Discussion & Planning	
	<i>Assignments Due for Tomorrow: journal article teams work on article presentation; begin reading your peers’ journal articles (found on Moodle).</i>		
Tues. June 26	<i>Planning for Change: Designing for Inquiry-based Constructivist Learning</i>		
	Session 7: Self-Assessment: Who Am I As I Teacher? What Would I Like to Change?	Small Group Discussion	<i>Marlowe & Page, ch. 4 (in-class reading)</i>
	Session 8-9: Constructivist Learning Design (Gagnon & Collay, 2006)	PowerPoint, Discussion & Small Group Activities	
	Session 10: Constructivist Learning Design Application	Small Group Discussion & Activities	
	Session 11: Cooperative Learning	PowerPoint & Discussion & Small Group Activities	
	Session 12: Work Session Daily Wrap-Up: What do I really believe about teaching and learning? Am I willing to make some changes? Where do I start?	Final Journal Team Article Preparation; Begin Planning for Interactive Learning Experience Team Presentation	<i>Journal Team Articles (have all read for tomorrow’s discussions)</i>
	<i>Assignments Due for Tomorrow: Read Marlowe & Page, ch. 5-6; have all journal team articles read; be prepared for journal team presentations</i>		
Wed. June 27	<i>Inquiry-based Constructivism in Practice</i>		
	Session 13: The 5 E’s Learning Design	PowerPoint, Discussion & Small Group Activities	
	Session 14: Content Standards & Assessment of Learning	PowerPoint, Discussion & Small Group Activities	<i>Marlowe & Page, Ch. 5-6</i>
	Session 15: Formative Assessment	PowerPoint & Small Group Activities	
	Session 16: What Does the Research Say?	Journal Team Article Presentations & Discussion	
	Session 17: What Does the Research Say?	Journal Team Article Presentations & Discussion	
	Session 18: Work Session	Team Interactive Learning Experience Preparation	

	Daily Wrap-Up: How will I begin implementing specific aspects of inquiry-based constructivist principles into my teaching?		
	Assignments Due for Tomorrow: Read Marlowe & Page, ch. 9-10		
Thurs. June 28	Critiques of Constructivism		
	Session 19: A Look at Some Classrooms	Video Clip Discussions	
	Session 20: Critical Examination of Constructivist Practices: Does Constructivism Work for All Students?	Small Group Article Discussions	Articles (in-class reading)
	Session 21: Critical Examination of Constructivist Practices	PowerPoint, Discussion & Small Group Activities	Marlowe & Page, ch. 9-10
	Session 22-23: Work Session	Team Interactive Learning Experience Preparation	
	Session 24: Daily Wrap-Up How, when and with whom are constructivist principles best implemented?	Small Group Discussion	
	Assignments Due for Tomorrow: Be prepared for Interactive Learning Experience Team Presentations and the final exam (Constructivist paper); submit brief written description (half- page) of your Constructivist Applications Project		
Fri. June 29	Transforming Your Practice		
	Session 25: Interactive Learning Experience Final Preparations		
	Session 26: Interactive Learning Experience Presentations		
	Session 27: Interactive Learning Experience Presentations		
	Session 28: Interactive Learning Experience Presentations		
	Session 29: Final Exam	2-page paper; written in class on personal laptop or EMU computer	
	Session 30: Final Wrap-Up: Goals for Future Practice: What Have We Learned and more importantly, how will we <u>use</u> this information?	Class Discussion	
	Assignment due via e-mail by July 30: Constructivist Applications Project		

Team Journal Article Review & Presentation Rubric

- | | | | | |
|----------|----------|----------|------------|--|
| 1 | 2 | 3 | x 3 | The article summary clearly articulates main concepts and provides evidence of a thorough understanding of the research and/or opinions presented by the author(s). |
| 1 | 2 | 3 | x 3 | The article review is articulate, causing the reader to think beyond the mere summary of the article. You have interacted with the author's opinions & ideas & have demonstrated your own justified views and/or questions that the article evoked. You have provided practical suggestions for classroom implementation of the article's main points. |
| 1 | 2 | 3 | x 2 | The visual aligns well with the article's main ideas, causing the reader to reflect on its implications for practice. |
| 1 | 2 | 3 | x 1 | The article review exhibits professional writing style with regard to grammar, mechanics, word choice, spelling, & APA format. |
| 1 | 2 | 3 | x 1 | The presentation was well organized, easy to follow, and engaging; at least 3 solid reflection questions centered on the research or topic discussed in the article were presented; your peers were engaged in active discussion; overall time limit was maintained. |

Total: ____/30

Interactive Learning Experience Rubric

- | | | | | | |
|----------|----------|----------|----------|------------|---|
| 1 | 2 | 3 | 4 | x 3 | The handout clearly summarizes your topic and exhibits your understanding of how it is linked to inquiry-based constructivist teaching. |
| 1 | 2 | 3 | 4 | x 2 | The handout exhibits proper grammar, mechanics, word usage and spelling. An annotated bibliography of at least 4 sources utilizing APA format is included. |
| 1 | 2 | 3 | 4 | x 3 | The learning activities presented are student centered and clearly linked to an inquiry-based constructivist approach to learning. |
| 1 | 2 | 3 | 4 | x 2 | The overall presentation was well organized, easy to follow, and engaging; all team members participated equally; the 40-45-minute time limit was maintained. |

Total: ____/40

Final Exam Rubric

Criteria	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Weighted Points
Definition of Constructivism & Link to Inquiry-Based Practice in Professional Setting (Course Outcome #1-2, K)	Definition reflects course content with particular depth and specificity Clearly articulates connection to inquiry-based practice with strong application to candidate's unique professional setting	Definition reflects course content Connection to inquiry-based practice noted; application to candidate's unique professional setting apparent	Shallow definition; weak connection to course content Weak connection to inquiry-based practice; application to candidate's unique professional setting weak	 ___ x 1 = ___ ___ x 1 = ___
Pros & Cons of Constructivist Theory & Inquiry-Based Practice (K)	Clearly articulated pros & cons well supported by research	Pros & cons identified	Unclear identification of pros & cons	 ___ x 1 = ___
Rationale & Support for Position (S)	Clear & compelling explanation of position; examples articulate strong congruence with alignment of position	Explains position; provides examples congruent with alignment of position	Weak explanation of position; No examples and/or incongruent with position	 ___ x 1 = ___
Goals for Future Practice (Course Outcome #3, #6, D)	Goals reflect clear plan for transformative change for future practice	Goals suggest positive change for future practice	Weak goals with little evidence of change for future practice	 ___ x 3 = ___
EMU Graduate Writing Standards (S)	Meets EMU Writing Standards-Graduate Level 'A' Criteria	Meets EMU Writing Standards-Graduate Level 'B' Criteria	Meets EMU Writing Standards-Graduate Level 'C' Criteria	 ___ x 2 = ___
Total				/30

(K=Knowledge; S=Skills; D=Dispositions)

Rubric Score Letter Grade

30-27	A
26-24	B
23-19	C
below 19	no credit

Constructivist Applications Project Rubric
Due via email: July 30, 2012

Criteria	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Weighted Points
Research-based Content	>3 scholarly sources included; highly informed understanding of topic is obvious; reflects "Best Practices" as described in research & is compatible with the idea that the learners are actively involved in constructing meaning	3 scholarly sources included; understanding of topic evident	<3 scholarly sources included; understanding of topic not evident	___ x 6 = ___
Evidence of Reflection & Transformative Change	Deep reflection & transformative change in practice evident; clearly reflects thoughtful intention about practical application of constructivist & inquiry-based ideas into candidate's own practice	Reflection & suggestion of change evident; candidate's own practice referenced	Limited reflection with little evidence of change	___ x 5 = ___
Alignment with Course Goals	Clear indication of alignment with constructivist, inquiry-based, & transformative leadership goals for learning & teaching	Link to course goals evident	No clear alignment with course goals	___ x 5 = ___
Student Rubric	Includes all pertinent criteria of project; wording unambiguous & easy to follow; developmentally appropriate; point values indicated	Most pertinent criteria of project included; some ambiguous wording; point values indicated	Several pertinent criteria omitted; ambiguous wording prevalent; point values not indicated	___ x 4 = ___
Appearance & Organization	Obvious effort put forth; carefully constructed & presented; visually appealing, well organized & user friendly	Organized & user friendly	Obvious lack of effort; organization is lacking	___ x 3 = ___
Writing Conventions	Correct grammar, spelling & other writing conventions; sources clearly cited in APA format & easily identified; meets EMU Graduate Writing Standards 'A' Criteria	Grammar, spelling & other writing conventions with 1-3 errors; most sources cited in APA format; meets EMU Graduate Writing Standards 'B' Criteria	Grammar, spelling & other writing conventions with >3 errors; sources not cited in APA format; meets EMU Graduate Writing Standards 'C' Criteria	___ x 3 = ___
Grading Rubric Included		Copy of this grading rubric included	Copy of this grading rubric not included	___ x 1 = ___
Total Points				___/80

80-74

A

73-64

B

63-58

C

below 58

no credit

Appendix A
Writing Standards Rubric – Graduate Level

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

