TEXAS A&M
UNIVERSITY
COMMERCE

SCHOOL OF SOCIAL WORK

SWK 509-41E: Advanced Generalist Practice/Small Groups

FALL 2014

Tuesdays 9:00 am – 12:00 noon

INSTRUCTOR:	Patsy A. Boshears
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COURSE DESCRIPTION:

This direct practice theory course provides students with advanced group work theory and skills necessary to carry out social work interventions with small groups. The focus is on social group work with rural populations.

GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

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C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

   C. 1.4 (a) Effective relationship-building interactions at all levels of systems f focused on enhancing client choice, motivation, and hopefulness in the change process

   C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

   C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

   C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3   Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:

1. Develop an understanding of the advanced generalist strengths perspective as it relates to group work theories, knowledge, and skills (Goal 1, Obj 1).
2. Understanding community needs and the application of group work skills in work with rural communities (Goal 1, Obj 2).
3. Use of critical thinking skills to evaluate one's own knowledge, skills, and values in utilization of group work in a culturally diverse society (Goal 2, Obj 2).
4. Understanding the implications of cultural diversity (*i.e*., age, race, gender, ethnicity, income, sexual orientation, disability, setting) on the functioning and use of groups (Goal 4, Obj 2).

STUDENT LEARNING OUTCOMES:

By the end of the semester, students should be able to demonstrate the following knowledge areas in their class assignments, term papers, examinations, and group projects:
The course aims at enabling students to:
1. Enhance knowledge of group process, research and theory related to advanced generalist strengths perspective in relationship to social group work.
2. Develop the ability to understand and translate group concepts into operational principles and practice skills in work with groups.
3. Develop the ability to identify, evaluate and apply small group theory and research findings to the analysis of groups.
4. Acquire a working knowledge of selected theoretical and empirical orientations related to ways in which (1) individuals affect group process, (2) group affects individual behaviors, (3) group influences group processes, and (4) the interactional effect of group and individual exchanges on the group process, and on individual change.
5. Develop the ability to translate theoretical and empirical knowledge into practice principles and techniques for understanding, analyzing and implementing systematic planned change in groups, and through groups.
6. Acquire through simulations and role-playing, an enhanced competence in group leadership skills, and experience how role in groups affects individual status.
7. Demonstrate an increased understanding of the role of ethnic, racial, socio-economic, gender and political factors on group behavior, and be able to practice in the context of human diversity.
8. Learn to use feedback in group communication and communicate with clarity in receiving and giving feedback.

RELATIONSHIP TO OTHER COURSES

This course builds upon foundation content that provides knowledge of human behavior and social systems. It builds upon foundation exposure to professional values and ethics, particularly the NASW Code of Ethics.

This course draws upon SWK 595 to engage research methods and skills in evaluation; critical thinking skills utilize research and empirical evidence: It works in conjunction with SWK 507 in relating social groups to community context; it relates individual functioning to group processes drawing on SWK 505.

TEXTS:

Required Text:
Jacobs, E.E., Masson, R., Harvill, R., & Schimmel, C. (2012). *Group Counseling: Strategies and Skills*. (*7th ed.)*. Belmont, CA: Brooks/Cole.

ISBN: 978-1-111-87052-2

This is a bundle that contains a book and a DVD; it can be purchased online as well as physical locations.

Recommended Texts:
Corey, G. and Corey, M. S. (2002). *Groups - Process and Practice (6th ed.).* Pacific Grove, CA: Brooks/Cole.

Yalom, I. D. (1995). *The theory and practice of group psychotherapy (4th ed.).* New York: Basic Books.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.
If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

PARTICIPATION:

Active participation in class lectures, discussions, and exercises is expected. Students should come to class prepared to discuss assigned readings and material presented in lectures. Students are responsible for information contained in the assigned readings, regardless of whether it is discussed in class. Students are required to utilize the required text. Students must come to class prepared to discuss and articulate in detail with critical thinking and analysis, each assigned

chapter.

Full participation includes individual contribution to class discussion and respectfully providing thoughtful feedback to classmates. Students are expected to participate actively by drawing from field and other related experiences and by sharing with the rest of us anything of interest you may have found between classes (e.g., articles, media stories, handouts, etc.).

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

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CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

POLICY ON DUE DATES:

All assignments are due **at the beginning** of the class period on the due date stated in the Course Schedule. Late assignments will automatically have 25 points deducted from the grade per day beginning with the due date and each day thereafter. *ASSIGNMENTS WILL NOT BE ACCEPTED AFTER ONE WEEK* past the due date. (*Assignments due at the beginning of class on Monday will not be accepted after class begins the following Monday*). *Please do not email an assignment to me unless you have received prior permission. It is easy to "lose" an email or have trouble opening attachments.*

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style, including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. **All assignments must be turned in on hard copy; no electronic papers will be accepted.** At the discretion of the instructor, it may be required to submit written assignments via "Turn-It-In", a program utilized to determine instances of plagiarism. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 6th edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)
- Any contractions (e.g., I'm, can't, won't), except in direct quotes from another source)
- Lack of neatness (e.g., hand written corrections, uneven indentions)
- Papers that are not typewritten
- Use of a size other than #12 font
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences

CORRESPONDANCE:

Students are expected to stay in communication with the instructor of this course either verbally, in writing or via e-mail. ***The preferred method of contact for the instructor is email pboshears@suddenlink.net***.

CELL PHONES/PAGERS:

Please turn your cell phone and/or pager (and other electronic devices) off during class. If you are on-call for your work, please place the cell phone or page on silent mode. If you utilize a laptop to take class notes, please be aware of potentially distracting others around you and seat yourself accordingly. *Additionally, you may be asked to leave the class if it is determined you are utilizing a computer to do outside work, surf the web inappropriately or communicate personal conversations.*

Texting is prohibited and often just plain rude.

TAPES AND NOTES:

While recordings of this class may be made for personal use recordings may not be sold or distributed to others. While you may make copies of these notes for your personal use, no copy of these notes may be distributed to anyone other than persons currently enrolled in the class; nor may any copies be sold.

OVERVIEW OF ASSIGNMENTS:

GROUP ROLE-PLAY PRACTICE/PARTICIPATION (40 Points):

Students will participate in several role-play exercises (See Class Schedule for Dates). These exercises are designed to allow students to practice skills presented in lectures and demonstrated in video clips. Each student will come to class prepared to participate as either a group leader or group member and demonstrate an understanding of the assigned material. Full participation and cooperation by all members of the class is expected. It is possible that individual grades may be reduced by a lack of effort, preparation or participation in the group role-plays.

Students must be present during role-plays to earn participation points, and will not be allowed to make-up points missed during these exercises.

GROUP INTERVENTION PAPER (100 Points):

Students, in assigned groups, will choose a topic of interest that might be addressed using a group approach. Examples include depression, substance abuse, or crime in a community, any problem or issue that might benefit through group intervention. Once the issue has been identified, students will then plan ten (10) group sessions to address the selected topic. Include in the paper: 1) A description of the topic and how a group approach would be beneficial, 2) A particular theoretical orientation, or, if no particular theory, a clear justification as to why one is not used, 3) Goals and objectives for the overall ten sessions 4) A complete description of each session, including goals and objectives, *the more specific, the better*, 2) Exercises that will be

used for each session, and how they help enhance the session and overall goals/objectives. The paper should be 12 – 15 pages in length and should include a minimum of seven appropriate references other than the class text. **The paper is due: 12/02/2013 at the beginning of class.**

WEEKLY ANALYTIC PAPERS (90 Points):

A two page double-spaced typewritten paper is due at the beginning of each class meeting summarizing the reading assigned for the week (see course calendar). The paper should identify and discuss at least **five key points** from the reading. Papers should not simply list key points but integrate them into a thoughtful and planned discussion. Be prepared to discuss these points in class. This is not an opinion paper. Each paper is worth fifteen (15) points.

QUIZZES (90 Points):

Quizzes will be given which reflect content from the weekly assigned readings. The format may include multiple choice, short answer and/or essay questions. These short quizzes (15 pts) will be given at the beginning of the class meeting and will cover the readings assigned for that day. *These quizzes cannot be made up. If you are late to class, you will miss the opportunity to earn these points.*

COMPREHENSIVE EXAM: (50 Points):

A comprehensive final will be given which reflects content from the entire course, including all lectures and class readings. The format may include multiple choice, true/false, short answer and essay questions. Questions may also come from any weekly reading quizzes. The date of the comprehensive exam is **12/02/2013**.

GRADING SCALE:

The grading scale is based on a percentage of available points; any change in available points will result in a corresponding change in the grading scale.

333-370 points = (90%) A
296-332 points = (80%) B
259-295 points = (70%) C
<259 – Don't go here!

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<u>Course Schedule</u>

The following outline is provided as a guide though variations may occur. The Instructor reserves the right to make schedule changes to enhance the presentation of course materials. Readings are to be completed prior to class meeting. Class activities are based on the assumption that readings have been completed. Lecture information is to be considered as supplemental to required readings. Students are responsible for all assigned reading even if it is not discussed during class meetings. Class time will highlight and add to the knowledge gained through assigned reading; it is not intended to replace knowledge gained through reading. Assignments are to be submitted at the beginning of the class period.

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		COURSE SCHEDULE	
Week	**Date**	**Location/Topic**	**Assignments**
Week 1	08/26	Introduction to Course; Review Syllabus; Course Expectations	
Week 2	09/02	Leadership, Stages of Groups; Purpose of Groups; Group Planning **Quiz**	Chapters 1 – 4, Group Counseling: Strategies and Skills Videos: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3
Week 3	09/09	Leadership; Purpose; Planning	**PAPER 1**
Week 4	09/16	Beginning Group Stages; Basic Leadership Skills **Quiz**	Chapters 5 & 6, Group Counseling: Strategies and Skills Videos: 5.1 - 5.3; 6.1 - 6.3
Week 5	09/23	Leadership; Stages	**PAPER 2**
Week 6	09/30	Group Focus; Cutting Off; Drawing Out **Quiz**	Chapters 7 & 8, Group Counseling: Strategies and Skills Videos: 7.1-7.6; 8.1-8.6
Week 7	10/07	Maintaining Focus; Skills	**PAPER 3**
Week 8	10/14	Rounds and Dyads; Exercises **Quiz**	Chapters 9 & 10, Group Counseling: Strategies and Skills Videos: 9.1-9.3;10.1-10.4

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COURSE SCHEDULE			
Week	**Date**	**Location/Topic**	**Assignments**
Week 9	10/21	Exercises	**PAPER 4**
Week 10	10/28	Use of Exercises; Middle Stages of Groups **Quiz**	Chapters 11 & 12, Group Counseling: Strategies and Skills
Week 11	11/04	Exercises	**PAPER 5**
Week 12	11/11	Counseling Theories; Therapy Groups **Quiz**	Chapters 13 & 14, Group Counseling: Strategies and Skills Videos: 13.1-13.3; 14.1-14.3
Week 13	11/18	Theories & Therapies	**PAPER 6**
Week 14	11/25	Closing Groups, Problem Situations, Specific Populations **Quiz**	Chapters 15, 16 & 17, Group Counseling: Strategies and Skills Videos: 15.1-15.3; 16.1
Week 15	12/02	Closing the deal	**COMPREHENSIVE EXAM** **Group Intervention Paper Due**

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TEXAS A&M
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School of Social Work
Code of Conduct for Social Work Students

The School of Social Work expects all social work students to conduct themselves in an ethical, professional manner, consistent with our profession's Code of Ethics.

Preamble of the NASW Code of Ethics: The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- *Service*
- *Social justice*
- *Dignity and worth of the person*
- *Importance of human relationships*
- *Integrity*
- *Competence*

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

1. **Accountability** – Attend class, arrive on time, return from breaks in a timely manner • Participate in activities and assignments in a level comparable to peers • Complete work in a timely fashion according to directions • Be prepared and engaged in the learning process.

2. **Respect** – Treat your peers, instructors, and all other persons with dignity and respect at all times • Listen while others are speaking • Give constructive feedback when appropriate • Approach conflict in a cooperative manner • Use positive and nonjudgmental language.

3. **Confidentiality and Boundaries** – Treat any personal information that you hear (or read) about a peer or an instructor as strictly confidential • Maintain information shared in class as confidential • Use judgment in self-disclosing information of a personal nature in the classroom (Class time is not therapy or treatment – seek a referral if you need it) • Never use names of clients or disclose other identifying information • Exercise clear and appropriate boundaries between yourself and other students, your instructors and other professional relationships.

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4. Competence – Apply yourself to all your academic pursuits with seriousness and conscientiousness • Meet deadlines given by your instructors • Constantly strive to learn and improve your abilities • Come to class prepared • Seek appropriate support when having difficulties • Take responsibility for the quality of completed tests and assignments • Strive to achieve greater awareness of personal issues that may impede your effectiveness with clients.

5.   Diversity – Strive to become more open to people, ideas and creeds with which you are not familiar • Embrace diversity • Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. • Exhibit a willingness to serve diverse groups of persons • Demonstrate an understanding of how values and culture interact.

6. Integrity – Practice honesty with yourself, your peers, and your instructors • Constantly strive to improve your abilities • Commit yourself to the academic discipline of citing other people's work properly • Acknowledge areas where improvement is needed • Accept and benefit from constructive feedback.

7. Communication – Strive to improve both verbal and written communication skills as those skills are the benchmark for effective professional practice and helping relationships • Demonstrate appropriately assertive communication with peers and instructors • Practice positive, constructive, respectful and professional communication skills (both verbal and non-verbal) with peers, instructors and all other persons.

Adapted from Florida Atlantic University School of Social Work

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Students who violate these may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with academic and non-academic student issues when requested by faculty. The API is comprised of the various program directors and is chaired by the Department Head. The decisions or actions of the API are considered the final say of the department. Students may be disciplined or dismissed from the program for violation of this Code of Conduct. Students have the right to appeal any decision to the Dean of the College of Education and Human Services, as specified by university policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

_____   _____
Print Name   Date

_____
Signature

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APPENDIX A

ANALYTIC PAPER GRADING RUBRIC

ELEMENT	POINTS AVAILABLE
Four points	5
Critique or discussion	6
Presentation (see syllabus on written assignments)	4