

College of Education Department of Educational Psychology

COE VISION STATEMENT

We develop educational leaders who create tomorrow's opportunities.

COE MISSION STATEMENT

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 690: Multicultural Counseling

Semester/Year (dates or format)

Instructor Information

Instructor:

Office:

Phone / eMail:

Office Hours:

General Course Information

Course Format: (e.g., In-Person: On Site Only)

Days/Times: (e.g., Wednesdays 1:05 p.m. – 3:35 p.m.)

Credit Hours: 3

Course Prerequisites

EPS 601 and EPS 660

Course Description

Multicultural Counseling, EPS 690, is a theoretical and skill development course for counselors, educators and clinicians to strengthen multicultural awareness, knowledge, and skills in the competencies necessary to effectively work with and relate to ethnically and culturally diverse clients.

Goal

The goal of this class is to provide *theories and* exercises whereby students will examine their attitudes & beliefs and gain knowledge and skills in the area of multicultural counseling.

The course meets the requirements of the Educational Psychology Department under the area of <u>Social and Cultural Foundations</u>, "studies that provide an understanding of issues and trends in a multicultural and diverse society" as well as the CACREP Standards under the section <u>Social and Cultural Diversity</u> studies.

Note: While it is the intention of this syllabus to capture necessary aspects of this course, I reserve the right to amend and/or add necessary information as we progress through the semester.

Note

Many effective counseling classes may stir unresolved issues and feelings in students. Students are encouraged to consult with the instructor or with a therapist/counselor to confront emerging feelings of denial, anger, guilt, etc., and/or any unresolved issues that may arise during the course of this class.

Student Learning Expectations / Outcome for this Course

Students will:

- 1. Demonstrate how their own cultural background and experiences have influenced their attitudes, values, and biases about psychological processes. (G,2c; 2e; CMHC, C8; SC, E2)
- 2. Demonstrate knowledge of ethical and legal considerations so that students will be able to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
- 3. Demonstrate knowledge and articulate their understanding about how oppression, discrimination, and stereotyping affect them personally, professionally, institutionally, and actively seek a more culturally affirming professional identity. (G, 2b; 2f; CMHC, C8; E2; E5; SC, E2; E4)
- 4. Demonstrate knowledge about verbal and non-verbal communication style differences, how their style may clash with or foster the counseling process with persons different from themselves. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
- 5. Demonstrate specific knowledge and information about particular groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
- 6. Demonstrate how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders and help seeking behaviors. (G, 2b; CMHC, D4; E1; F1; SC, E3; F1)
- 7. Demonstrate knowledge about sociopolitical and economic influences that may impact self-esteem and self-concept in the counseling process. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
- 8. Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
- 9. Participate in activities outside the academic setting (e.g., community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) to clarify their role in social justice, advocacy, and conflict resolution, and to facilitate their knowledge of culturally different groups. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
- 10. Articulate and demonstrate how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress. (G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)
- 11. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of their clients. (G, 1h; 1i; 2e; 2f; CMHC, D4; E5; F2; F3; SC, E2; E3)

Course Structure / Format / Approach

This course will be taught as a graduate seminar, with lecture and group discussion, small group exercises, videotapes, oral presentations, and experiential exercises. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

Course Expectations

Class Participation and Attendance

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is culturally influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. You are expected to attend all class meetings. Also, since this course requires your active participation and is group oriented, please do not arrive late or leave early.

This class meets once per week. Therefore, if you expect to miss more than one class, please arrange to take the course at another time. Missing more than two classes will reduce your grade by a full letter grade.

As a graduate level class, your preparation for class, attentiveness, reflection, integration of readings into class discussions, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the readings, and new learning is expected. Please bring to each class period questions or issues from the reading, the literature, or your professional experiences which you would like to raise in class. You will also be asked to work in a group and to co-facilitate part of one class with your group.

To maintain an ideal learning environment for yourself and your colleagues, please turn off all personal electronic devices while in class.

You will be asked to assess your own engagement via attendance, reflection, discussion in class and out, and through your immersion experience.

Readings

Please complete, and thoughtfully analyze, all readings **prior** to class. You should come to class prepared to engage in both all class and small group discussions. Not all readings will be addressed directly during class time but the texts will be helpful to you for other classes, setting the context of the profession, and your continuing professional development.

Written Assignments

Written assignments should be completed on time and with academic integrity. All written assignments should follow APA Guidelines (as detailed in the APA Manual, 6th edition). Written assignments, and their due dates, are described below.

Textbook and Required Materials

Sue, D. W., & Sue, D. (most recent edition). *Counseling the culturally diverse: Theory and practice*. Hoboken, NJ: John Wiley.

Additional required readings will be provided as electronic course reserves.

Assessment of Student Learning Outcomes

Papers

Paper #1: Culture of Origin

(G,2c; 2e; CMHC, C8; SC, E2)

A paper exploring each student's own culture of origin. You must include your race and ethnicity, to the extent that you know, since this is the focus of the course. You may also include your cultural values, beliefs, traditions and elements of worldview(s) that have been passed down from generation to generation, up to the present time. Include, without limiting yourself to such areas as:

- A. The causes and nature of health and illness
- B. Notions of spirituality/religion
- C. The degree of responsibility that an individual has over life choices
- D. Examples of ideal relationships with nature and other human beings (especially family relationships)
- E. Attitudes about and approaches to education
- F. Approaches to understanding and expressing emotions
- G. What is the meaning that you make of each of the above?

It can be challenging to write about one's own culture, and one's own life. Though this is not a traditional research paper, at least two illustrative journal articles or other external sources should be cited in this paper. **6-8 pages**

Paper #2: Portrait of a Diverse Population

(G, 2a; 2c; 2d; 7f; CMHC, C8; E1; E3; F1; SC, E1; E4)

This paper represents a portrait of a diverse population likely to be found in the western United States, different from one's own. Include the following: shared beliefs and practices, descriptions of subgroups, between and within group differences, communication styles, sociopolitical influences, acculturation issues, elements of collective spirituality, ideas about education, and ethical practice implications. Draw upon theory from your professional area (community mental health counseling, school counseling, school psychology, or student affairs). At least 10 journal articles should be cited in this paper. **7-10 pages, please use APA style (6th Edition)**

Paper #3: Immersion Experience: Cultural Activity in the Community

(G, 2b; CMHC, D4; E1; F1; SC, E3; F1)

Choose an experience that highlights interaction with those who are culturally different from you. Consider meeting the contact hypothesis conditions of equal status; common goals; and meaningful interaction. Institutional support is provided by this class. Attend one cultural event, and use the following as guiding questions for your reflection on this activity:

- A. Attend an event within a culture that is different from your own. This might include attending a service at a church that primarily serves members of a particular ethnic group, a gay pride festival, a powwow, a festival, event, a trip to a cultural center, visit to a reservation, etc. The idea is to be around and interact with people who are culturally different from you.
- B. Find out what resources in the community are available specifically for clients of that culture.
- C. Address the following questions in a 4-5 page paper:

♦ Counselor Awareness of Own Cultural Values and Biases

What prior knowledge and or preconceived/expectations ideas did you have before participating in this activity? What did you find compelling about this experience? What changed in your thinking based on this experience? Are there now any behavioral changes that you can anticipate for yourself?

♦ Counselor Awareness of Client's Worldview

Describe how this event might be different from a similar event within your own culture. If you were seeing a client from this culture, what might your experience tell you about her or his worldview? How might intersections of identity impact their worldview?

Culturally Appropriate Intervention Strategies

Based on what you learned during this experience and from your readings and experiences in class, what are some themes that you might want to explore when working with clients from this culture? Make a list of community resources available to the cultural group (e.g., associations, counseling services, foundations, community clinics, community outreach groups).

The quality of your work on this assignment is determined by the degree to which you immerse yourself in a new cultural experience, and by the depth of your thinking about the experience.

Paper #4: Reflective Journal

(G, 2b; 2f; CMHC, C8; E2; E5; SC, E2; E4)

In this course, you will be asked to keep reflections throughout the semester that you gather from class discussions, readings, events, and personal thoughts and experiences. Use specific examples, drawn from the course content, in combination with your reaction and your thoughts about the content. What thoughts occur with respect to your own life and learning? When

possible, you will have five minutes at the end of each class to write your reflections. Summarize and evaluate your own engagement in the class in a 4-5 page final reflective journal.

Group Paper and Presentation

The purpose of this assignment is to consider how to create effective multicultural change within a counseling environment with which you are familiar (community organization, school, or university). The assignment addresses the complexity, comprehensiveness, and intentionality needed for effective multicultural change. The goal is for you to engage in critical thinking and analysis about multicultural outcomes of current programs and practices and about creating more effective outcomes.

You should identify *either* (a) a problem you would like to change, *or* (b) a set of best practices or (c) a model within a counseling area which is multiculturally appropriate and effective. The "problem" or ineffective multicultural practice may be a policy, a program, or a set of practices. Your work setting presents good possibilities because of your familiarity with the setting. You may choose to do this assignment with another person or individually.

On Class 7 you should bring to class a copy of a *one-page description* of *what* your focus or topic is and *with whom* you will be working, if anyone.

In your paper you should address each of the following:

- (a) Identify and describe *either* (a) the problem and practices *or* (b) the best practices or (c) the model their background, context, and how they are multiculturally appropriate/inappropriate and effective/ineffective.
- b) Identify the desired outcomes or change you want to effect, *or* the best practices or model your rationale and evidence and how the outcomes represent effective multicultural practice.
- (c) Assess, critique, and evaluate the existing problem and practices *or* best practices and model related to diversity and multiculturalism the institutional dimensions (such as existing policies, organization, and so forth), the cultural dimensions (norms, values, etc.), the social dimensions (relationship with clientele, professional relationships, etc.), and the physical dimensions (what is communicated physically through names, art, etc.); evidence of oppression, privilege, and power and how they are used; the impact of the problem and practices on clients and the environment; and what is sustaining the problem and practices. If you choose to focus on best practices or a model, you *must* engage in a critical analysis of the practices or model it is not sufficient only to *describe* the practices or model.
- (d) Identify the necessary proactive steps and alternatives to affect the desired outcomes. Include people to be engaged and processes to be created.
- (e) Discuss the resistance you would expect to encounter in working to affect the desired outcomes.
- (f) Identify and discuss the ways in which you can or would engage in advocacy or activism related to the desired outcomes.

In your analysis, you should draw on class readings. Your analysis and proposed changes may also require you to use library, web, and other professional resources and reports. I do not expect, however, that this will be a traditional bibliographic research paper.

Finally, be prepared during class 13 or 14 to *facilitate a brief 15-minute discussion* of the main points of your paper for class, and *provide copies of a one-page summary and reference list* for all members of the class. Also, you will be asked to evaluate your group experience in your final reflection. **5-7 pages**

Grading System

The final grade will be determined on the basis of achievement of student learning outcomes and fulfillment of course expectations.

A = 100-90 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = below 60 points

Class Participation	25
Paper #1: Culture of Origin	15
Paper #2: Portrait of a Diverse Population	20
Paper #3: Cultural Activity in the Community	15
Paper #4: Reflective Journal	10
Group Presentation/Paper	5
Group Paper	<u>10</u>
Total	100

Course Outline / Schedule

Class 1 (add date)

- Introductions
- Brief Writing Exercise
- Group Experience
- Discuss Syllabus questions? Class philosophy participate in class, complete assignments on time, do well on the papers and projects, and earn the grade.
- General introduction of Multicultural Counseling.

Class 2 (add date)

Part I: The Affective and Conceptual Dimensions of Multicultural Counseling/Therapy

- Chapter 1: The multicultural journey to cultural competence
- Chapter 2: The superordinate nature of multicultural counseling and therapy
- Chapter 3: Multicultural competence for minority group counselors
- Arredondo, P. Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and development*, 24, 42-78.
- Online: McIntosh http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html

Class 3 (add date)

- Part II: Political Dimensions of Mental Health Practice
- Chapter 4: The politics of counseling and psychotherapy
- Chapter 5: Systemic oppression
- Chapter 6: Microagressions in counseling
- Paper # 1, Culture of Origin due

Class 4 (add date)

- Part III: Practice Dimensions of Multicultural Counseling/Therapy
- Chapter 7: Barriers to multicultural counseling and therapy
- Chapter 8: Culturally appropriate intervention strategies
- Chapter 9: Multicultural evidence-based practice
- Chapter 10: Non-Western indigenous methods of healing

Class 5 (add date)

- Part IV: Racial/Cultural Identity Development in Multicultural Counseling/Therapy
- Chapter 11: Racial/cultural identity development in People of Color: Therapeutic implications
- Rodriguez, R. Chapters 1 3. *Hunger of memory: The education of Richard Rodriguez*, Boston, MA: David Godine.

Helms, J. E. An update of Helm's White and people of color racial identity models. In J. G. Ponterotto, J. M Casas, L. A. Suzuki, & C. M. Alexander (Eds.) *Handbook of multicultural counseling*, (pp. 181-198).

Class 6 (add date)

- Chapter 12: White racial identity development: Therapeutic implications
- First submission journals due

Class 7 (add date)

- Part V: Understanding specific populations
- Chapter 13: Culturally competent assessment
- Draft group project descriptions due

Class 8 (add date)

- Part VI: Counseling and Therapy with Racial/Ethnic Minority Group Populations
- Chapter 14: Counseling African Americans
- Chapter 15: Counseling American Indians and Alaska Natives
- Horse, P. G. (2001). Reflections on American Indian identity. C. L. Wijeyesinghe and B. W. Jackson III (Eds.). New perspectives on racial identity development, (pp. 97-107).
 New York, NY: University Press

Class 9 (add date)

- Chapter 16: Counseling Asian Americans and Pacific Islanders
- Chapter 17: Counseling Hispanic/Latino Americans
- Chapter 18: Counseling individuals of multiracial descent
- Paper #2, Portrait of a Diverse Population due

Class 10 (add date)

- Part VII: Counseling and Special Circumstances Involving Racial/Ethnic Populations
- Chapter 19: Counseling Arab Americans
- Chapter 20: Counseling Jewish Americans
- Chapter 21: Counseling immigrants and refugees

Class 11 (add date)

- Part IX: Counseling and Therapy with Other Multicultural Populations
- Chapter 22: Counseling LGBT individuals

Class 12 (add date)

- Chapter 23: Counseling older adult clients
- Chapter 24: Counseling women
- Chapter 25: Counseling and poverty
- Chapter 26: Counseling individuals with disabilities
- Paper # 3 Immersion Experience: Cultural Activity in the Community due

Class 13 (add date)

Group Presentations
Paper #4 Reflective Journal due
Group Papers due

Class 14 (add date)

Group Presentations

Class 15 (add date)

Final Review

Course Policies

Assignments

Deadlines for presentations and projects are firm. However, life is sometimes unpredictable; please communicate with me before the project due date if you expect to have a late assignment and we will work out a new deadline.

Attendance

Because this is an interactive, participative class, attendance is important. Please leave an email message with me if you must miss class. If you must miss more than one class, please speak with me about alternative arrangements.

If you must miss class, you are responsible for any announcements or material covered in class, and should get this material from one of your student colleagues.

If there is any reason you cannot participate fully in this course or meet all the requirements, please consider taking the course at a later time.

Please use the following link for the university attendance policy:

http://www4.nau.edu/stulife/handbookacademics.htm

Statement on Plagiarism and Cheating

Please use the following link for the university academic dishonesty policy:

http://www4.nau.edu/stulife/handbookdishonesty.htm

Northern Arizona University: Policy Statements

In the event there is a need to evacuate the building if the fire alarm is sounded, students are to leave in an orderly fashion. If the fire alarm is sounded during an examination, students are to leave their exam face down on the desk and exit the building.

IMPORTANT LINKS

All students are expected to review and be familiar with the information contained at each of the following links as well as those identified in the NAU Policy Statements.

ACADEMIC POLICES (INCLUDING ATTENDANCE AND ACADEMIC INTEGRITY) http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm

STATEMENT ON PLAGIARISM AND CHEATING http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm

STUDENT HANDBOOK

http://www4.nau.edu/stulife/StudentHandbook/TableofContents.htm

STUDENT CODE OF CONDUCT www.nau.edu/~stulife/code

The following link will take you to the NAU Policy Statements, which contains the Safe Environment Policy, Students with Disabilities, Institutional Review Board, Academic Integrity, Academic Contact Hour Policy, and Sensitive Course Materials.

http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.

EPS 690: Multicultural Counseling

Scoring Rubric for Written Projects and Papers

CRITERIA	Unsatisfactory (D/F)	Novice (B-/C)	Proficient (A-/B)	Advanced (A/A+)
Mechanics Organization and	Many or numerous repeated errors in grammar, diction, sentence structure, and/or spelling that detract from writing effectiveness.	Some errors in grammar, diction, sentence structure, and/or spelling that may or may not detract from writing effectiveness. Basic introduction,	Few errors which do not detract significantly from writing effectiveness; sentence structure and word choice show variety. Clear organization of	Few or no errors which do not detract at all from writing effectiveness; sentences and word choices varied and creative. Clear organization of
Expression of Ideas	Lacks organization of ideas; introduction, conclusion, headings, paragraphs in body missing or inadequate; poor paragraphing and lack of transitions.	conclusion and body paragraphs present but lacking development. Conclusion merely repeats introduction. Decent paragraphing, some transitions, subheadings.	ideas that tie together the introduction, body, and conclusion. Good paragraphs, transitions; appropriate subheadings, decent flow of ideas.	ideas, logical flow of information; Well-developed introduction and non-repetitive conclusion; Excellent paragraphing and transitions. Appropriate subheadings.
Attention to Specific Assignment Instructions and Goals	Assignment instructions apparently ignored or not considered carefully.	Minimal evidence of aligning with assignment expectations; some indication of instruction compliance.	Effective focus on assignment goals and instructions; Adequate attention to assignment description.	Effective focus on assignment goals and instructions with special attention to detail; special effort in exceeding the assignment requirements.
Development and Accuracy of Main Ideas and Information	Little or limited understanding of topics; poor quality of or insufficient support used; unable to cite materials as "support; inaccurate information present.	Adequate understanding of topics; minimal evidence to support main topics; minimal use and diversity of references; information reasonably reliable.	Good understanding of topic with effective supportive materials and information; acceptable use and diversity of references; reliable information.	Thorough and complex understanding of topics; original insight, thorough and diverse use of additional evidence and references; reliable information.
Level of Insight and Analysis	Questions and goals of paper not stated clearly; Few or no sources for background info; Research methods not discussed or described poorly; Minimal or no use of diverse sources of information and research; Negligible or no use of class materials or related resources. Inaccurate citation.	Questions and goals of paper stated with general focus; Some relevant sources for background info; Research methods described, but flawed or insufficient; Minimal use or diversity of research materials and methods; little mention of class materials. Inaccurate citation.	Questions and goals of paper stated; Multiple relevant sources for background info; Appropriate research methods and clearly discussed; Acceptable information based on a good diversity of research methods and information sources; Acceptable use of class materials and related references. Accurate citation.	Questions and goals of paper are clearly stated and emphasized; Multiple, diverse sources used for acquiring information; Multiple research methods used and discussed with sophisticated understanding of methods; Excellent use of class materials as appropriate, embedded throughout paper. Accurate citation.

EPS 690: Multicultural Counseling

Scoring Rubric for Written Projects and Papers, continued

CRITERIA	Unsatisfactory (D/F)	Novice (B-/C)	Proficient (A-/B)	Advanced (A/A+)
Synthesis, Creativity, and Theme Development	Writing shows little or no synthesis of facts and information into a larger meaning; no apparent creative thinking with author perspective; no centralizing theme to organize paper.	Writing shows some synthesis of facts and information into a meaningful, holistic perspective; little or no creative thinking apparent; central organizing theme is present but not coherent or	Strong synthesis of facts and information into meaningful, holistic perspective; strong level of creative thinking; clear and present organizing theme for paper.	Strong synthesis of facts and information into meaningful, holistic perspective; superb application of creative thinking and production of paper; well organized centralizing theme consistent
Teamwork (if applicable)	Team was dysfunctional. No obvious shared responsibility and no credit given for team- produced work; poor time management, hurried paper, lack of compliance and uneven distribution of workload among team members.	consistent. Team exhibited limited organization. Responsibility shared to some degree, though uneven compliance and duties; Time management acceptable but contributed to hurried final paper.	Appropriate team organization for the tasks given. Only normally expected minor disagreement or distractions within the team. Reasonable time management.	throughout paper. Superior organization and conflict resolution. Ideal work assignments given individual skills. Excellent time management and few if any distractions.

EPS 690: Multicultural Counseling

Scoring Rubric for Oral Presentations

CATEGORY	4	3	2	1
Collaboration with Peers	Almost always listens to, shares with, and supports/challenges the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports/challenges the efforts of others in the group.	Often listens to, shares with, and supports/challenges the efforts of others in the group but sometimes is not a reliable team member.	Rarely listens to, shares with, and supports/challenges the efforts of others in the group. Often is not a reliable team member.
Comprehension	Student is able to accurately answer almost all questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer most questions posed by colleagues about the topic, or offers follow-up to colleagues.	Student is able to accurately answer a few questions posed by colleagues about the topic, and offers little follow-up.	Student is unable to accurately answer questions posed by classmates about the topic, and offers no follow-up.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Well, Creates Interest	Speaks clearly and creates significant interest by engaging the audience well.	Speaks clearly and creates some interest in the topic.	Speaks clearly some of the time, and creates some interest in the topic.	Does not speak clearly and creates little interest in the topic.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Audio Visual	Student uses audio visual aids that show considerable work/creativity and which make the presentation better.	Student uses audio visual aids that show some work/creativity and which make the presentation better.	Student uses audio visual aids that sometimes enhance and sometimes confuse the presentation.	The student uses no props or the props chosen detract from the presentation.
Listens to and Participates in Others' Presentations	Listens intently. Asks good questions and makes relevant comments.	Listens intently but has no or little contributions.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and is sometimes distracting.