GENERAL INFORMATION: (In the event that I determine it necessary, any and all information in this document is subject to change.)

Course description: An integrative course in which students will reflect on the nature and extent of their liberal arts education. Students will be required to demonstrate both their ability to integrate studies across disciplines as well as their competencies within those disciplines. Prerequisite: LIBS 3000. (3 units)

COURSE OBJECTIVES: This course fulfills the California Commission on Teacher Credentialing Standard 6: Assessment of Subject Matter Competence. It also provides the opportunity for senior Liberal Studies majors to demonstrate their learning and growth, and to reflect on their educational experiences and their futures as teaching professionals.

* Competency in all subject matter areas is required to pass this course.

* Participation in all course components is required to receive credit. Falsification of any materials submitted for credit will result in a failing grade for the course.

Students will:
- Demonstrate subject matter competency.
- Demonstrate the ability to analyze and synthesize information that connects two or more subject matter areas and K-8 curriculum.
- Demonstrate information gathering and research skills by utilizing multiple print and electronic sources in preparation for oral and written work.
- Apply proper supporting materials and adequate detail for clarification of ideas in oral and written presentations.
- Employ language appropriate to the audience and the occasion in oral and written presentations.
- Demonstrate clear and effective writing integrating research in multiple disciplines with elementary school curriculum.
- Demonstrate correct use of APA writing style and documentation form in word-processed papers.
- Demonstrate effective oral presentation skills.
- Demonstrate skill in creating and appropriate use of multimedia aids in an oral presentation.
- Deliver a presentation extemporaneously (i.e. from a brief outline) that exhibits effective vocal variety, nonverbal behaviors, enthusiasm, sincerity and sensitivity to all audience members.
- Demonstrate good listening skills.
- Apply critical and analytical thinking skills in evaluation of oral presentations.
- Complete individual Portfolio assignments.
- Demonstrate effective interviewing skills.
LIBS 4960 COURSE CALENDAR:

Week One
Tuesday – February 14, 2006
   Introduction to the course
   Oral Defense draw

Thursday – February 16, 2006
   Individual conferences development on subject matter competence and topic

Week Two
Tuesday – February 21, 2006
   Individual conferences development on subject matter competence and topic

Thursday – February 23, 2006
   Individual conferences development on subject matter competence and topic

Week Three
Tuesday – February 28, 2006
   CSET Discussion-Subtest I

Thursday – March 2, 2006
   CSET Discussion-Subtest II

Week Four
Tuesday – March 7, 2006
   CSET Discussion-Subtest III

Thursday – March 9, 2006
   Discussion of effective oral communication and multi media presentations
   Schedule finalized—Oral Presentation Topic Selection Form due.
   Oral Presentation Topic Selection Form due.
   Presentation Draw

Week Five
Tuesday – March 14, 2006
   Discussion on Interviewing

   Thursday— March 16, 2006
   Library Day

Week Six
Tuesday – March 21, 2006
   Library Day

   Thursday— March 23, 2006
   Library Day

Week Seven
Tuesday – March 28, 2006
   Presentation Group One-
   Presentation Group Two-

   Thursday— March 30, 2006
   Presentation Group Three-
   Presentation Group Four-
Week Eight
Tuesday – April 4, 2006
Presentation Group Five-
Presentation Group Six-

Thursday – April 6, 2006
Presentation Group Seven-
Presentation Group Eight-

Week Nine
Tuesday – April 11, 2006
Presentation Group Nine-
Presentation Group Ten-

Thursday – April 13, 2006
Presentation Group Eleven-
Presentation Group Twelve-

Week Ten
Spring Break

Week Eleven
Tuesday – April 25, 2006
Exit Interview and Portfolio Review
  1.
  2.
  3.
  4.

Thursday – April 27, 2006
Exit Interview and Portfolio Review
  5.
  6.
  7.
  8.

Week Twelve
Tuesday – May 2, 2006
Exit Interview and Portfolio Review
  9.
  10.
  11.
  12.

Thursday – May 4, 2006
Exit Interview and Portfolio Review
  13.
  14.
  15.
  16.

Week Thirteen
Tuesday – May 9, 2006
Exit Interview and Portfolio Review
  17.
  18.
  19.
  20.

Thursday – May 11, 2006
Exit Interview and Portfolio Review
   21.
   22.
   23.
   24.
   25.

Week Fourteen
Tuesday – May 16, 2006
Course Discussion
Portfolio Returns

Thursday – May 18, 2006
Course Discussion
Portfolio Returns

Week Fifteen
Tuesday – May 23, 2006
Course Discussion
Portfolio Returns
LIBS 4960 COURSE GRADES

 Liberal Studies majors must take this course for a letter grade.

Attendance and class participation  100 points possible
Portfolio (Subject Matter Competency)  100 points possible
(Competence in all subject matter areas is required to pass this course.)
Project Presentation   150 points possible
Project Research Paper   150 points possible
Oral Defense of Subject Matter Competency   50 points possible
Peer Evaluations      50 points possible

600 total points possible

A = 552; A- = 540; B+ = 528; B = 492; B- = 480; C+ = 468; C = 432; C- = 420;  D + = 408; D = 372; D- = 360.

Note: Students are required to complete all assigned work. Failure to complete any assignment will result in a failed grade. There will be no exceptions.

ACADEMIC INTEGRITY
A student's name on any course exercise is taken as assurance that the exercise is the product of the student’s own thoughts and study, and that it is expressed in the student's own words and produced without assistance, except as indicated by quotation marks, references, and footnotes acknowledging use of printed sources or other outside help. Unless permission is obtained ahead of time from the instructor, a student may not submit the same exercise in more than one course. Any form of plagiarism, cheating, inappropriate collaboration, or other types of academic dishonesty will not be tolerated.

LIBS 4960 COURSE POLICIES AND REQUIREMENTS

Senior Seminar is a summative assessment course and as such, requires demonstration of competency in all subject matter areas to earn a passing grade. Students will have the opportunity to offset “minimally competent” assessments by choosing research project topics that align with weak areas. Students may demonstrate competence in their research papers and oral presentations.

Class attendance and participation are important and valuable to your course grade. Each student is allowed two absences without penalty. More than two absences for ANY reason will result in a reduction of the attendance/participation points. The more classes missed, the greater becomes the penalty. Students are responsible for signing the roll sheet within the first few minutes of class. Tardy students and those leaving class early will not receive attendance credit for the day. Attendance is MANDATORY on presentation days!

Listening behavior is important to speakers. Students are expected to be attentive. Studying or reading during presentations is inappropriate and will be noted. Students who need to study should do so outside this classroom. Students who study or read for other classes during my class will loose their participation points for that day.

LIBS 4960: Senior Seminar

Oral Presentation

After having completed the subject matter area courses, LIBS 4960 students are well prepared to work in small groups on a course research project integrating two subject matter areas. After researching and reviewing the conceptual foundations and values of two different disciplines, they discuss how new ideas and knowledge are created in each subject matter area. Students will then compare and contrast the two disciplines’ “ways of knowing, experiencing, and understanding” an “object, theme or phenomenon” through an activity such as writing, singing, drawing, speaking, etc. Projects must include: (1) the language of each discipline, (2) disciplines from at least two subject matter areas, (3) demonstration of the uniqueness of each discipline, (4) more than one methodology, (5) use of effective communication skills, and (6) peer evaluation.
Students select the disciplines and the theme or object that are the focus of the project. They then “present” their findings for their peers. The presentation may be verbal, nonverbal, literal or nonliteral. This activity provides students the opportunities to identify and share the foundations and values of different subject matter areas and to focus on commonalities and connections in concepts, principles and applications as preparation for their own students and their own classrooms. Participating in this process ensures that these future teachers understand that learning is connected.

Students will select partners and the two select a topic appropriate for a college level audience, approved by the instructor, that includes: integration of two or more subject matter areas, which are: (1) language, literature, (2) history and social science, (3) mathematics, (4) science, (5) visual and performing arts, (6) physical education, (7) health, and (8) human development. Students should strongly consider using this assignment and the accompanying research paper to demonstrate subject matter competence in any “minimally competent” areas. Presentations must include discussion of the fundamental values of the subject areas considered and demonstrate higher level thinking skills in analysis and integration.

An example of an integrated presentation follows; here we integrate math, science and history, and the chosen topic involves the Fibonacci Sequence. One person from the group might discuss the mathematical aspects of the topic, and the second person may discuss the history involved. Together, the pair/group would expand on the topic by discussing how the Fibonacci Sequence is commonly found in nature.

Example:
Fibonacci Sequence

Math
History
Science

No two groups may address the same topic. The presentation should be 30-40 minutes in length, followed by a 5-minute question and answer period. The speakers are responsible for generating questions for audience members.

The presentation should have clear purpose and structure, a research base of at least 10 sources, and visual aids integrated throughout. The audience, our class, needs to be “involved” during the presentation in creative and engaging ways.

Speakers must plan their time wisely and carefully develop the introduction, body and conclusion of the presentation with audience interest and comprehension in mind. Presenters should strive to include supporting materials that build and sustain audience interest throughout the speech. Students should plan to invest textbook savings in materials relevant to this presentation and their future classrooms. Speeches might, but are not required to, include ways that the topic could be taught to K-8 students. Presentations must address topics on a college level.

Delivery of the speeches must be extemporaneous and conversational, delivered from brief speaking notes. Both presenters are responsible for strong eye contact, good vocal energy and dynamic vocal variety. Reading from a manuscript is not acceptable and will result in a failing grade. Speakers must give an exact copy of their speaking notes to the instructor before the presentation begins.
Speakers are responsible for distributing topical outlines and annotated bibliographies to all class members upon conclusion of the presentation. Speakers are also responsible for distributing copies of their evaluation forms before their presentation begins. Students must also participate in evaluation and feedback of class interviews; to not participate by completing the peer evaluation will result in a reduction of participation points or no participation points for the day. After the schedule has been finalized, there may not be opportunities for make-up presentations. Presenters are responsible to provide a post-it note on each peer evaluation form for the evaluator’s name. The instructor will collect the forms and return them to the speakers at the following class period along with the instructor’s evaluation form (see pp. 17 of this document). All students will be required to complete the peer evaluation form (see pp. 18 of this document). Note the instructions on the following page for any questions as to how to proceed with this portion of the assignment.

Remember: after the speaking schedule has been finalized, presentations are due on the date assigned and there may not be opportunities for make-up or repeat presentations. This assignment has 150 points possible.

INSTRUCTIONS FOR PEER ASSESSMENT OF PRESENTATION: LIBS 4960

Presenters:
- Write your name, topic, and class on the assessment form.
- Duplicate form to have enough to provide to your audience.
- Put a post-it note on the top right corner of each copy. Your audience will write their names on this post-it (I suggest you use smaller post-it notes. You may also cut the larger size in half, but please do so neatly).
- Before you start your presentation, pass out the assessment forms, including the instructor’s assessment form, which differs significantly from the peer evaluation form; I also want an exact copy of your speaking notes and your outline. Do not think to give me the same form as your peers receive—I do not utilize that form. Do not attach the assessment form to any other handout.

Audience:
- When you receive the assessment form, write your name on the post-it note.
- During and/or after the presentation, fill out the assessment form. Put a check mark in each row to indicate your assessment of that specific element of the presentation. Decide on an overall score for each section: Content of Presentation, Organization, Visual Aids, Involvement of Audience, Presentation Style. Also write brief answers to the two questions at the bottom. You must do both the qualitative and narrative assessments to receive credit for your evaluation.
- Turn in your assessment form to the instructor. It will be returned to the presenter at the following class period (without your name attached).
- Please remember that your assessment will translate into an overall score for the presenter, and is thus a part of the presenter’s semester grade. Be honest, but fair.
- Also remember that your assessments of the presentations will be a part of your grade, so don’t “opt out.”
- Participate!
**Individual Assessment of Team / Group**
To be completed by each member of the team / group

**Due at time of presentation**

1. How did you work together? Describe your setting (library, e-mail, empty classroom, etc) as well as the quality of your accomplishments and rapport.

2. How was the information presented to the class gathered?

3. Was information successfully shared between all partners for the integration portion of the research paper? Yes  No
   (comments if necessary)

4. Did you practice the presentation together? Yes  No
   (comments if necessary)

5. What problems did you encounter?

Additional Comments:
### Research Paper

Individual research papers, on the same topic as the oral presentation, are required, must be word-processed, double-spaced, and 8-10 pages in length. Format, footnotes and references must be consistent with the *Publication Manual of the American Psychological Association*. The manual is available in the bookstore and in the library. The research paper must include a minimum of 10 references. At least 5 sources must not be web based. Students should *strongly* consider using this assignment and the accompanying oral presentation to demonstrate subject matter competence in any “minimally competent” areas. Papers should include discussion of the fundamental values of the disciplines considered and demonstrate higher level thinking skills in analysis. Paper evaluation will examine content, reasoning and supporting materials. Completeness of thought, sentence structure, grammar, and spelling will also be considered in determining the paper’s point value. The Paper Evaluation form is attached and must be included as a cover sheet when the research paper is submitted. Research papers are due at the beginning of class, one week after the oral presentation.

For both the research paper and the presentation, it is important to utilize an appropriate format; I prefer students to use a general-to-specific-to-general structure. The following may be useful to students, especially those who display a preference for the visual learning style.

![Diagram showing a general-to-specific-to-general structure](image)

**General:** Discuss the subject matter area, i.e., discuss what history entails.

**Specific:** Focus on an aspect of the subject matter, e.g., Age of Exploration. Discuss why countries were sending out explorers. Detail the reasons for exploration and touch on the 2nd topic. Use language specific to the field of knowledge.

**Generalize how the topic is viewed by those who specialize in the field. Discuss how topic relates to the K-12 standards.**

### Oral Defense of Subject Matter Competency

Each student will interview and be interviewed for an elementary school teaching position. In the Oral Defense, students should focus on how their personal education plan has generated competency in all subject matter areas. The course instructor also will contribute questions to the interview process. In preparation for the Oral Defense, students should review the Content Standards for California Public Schools, CSET CliffsTestPrep, their own coursework, their portfolios, and personal development in the competency. **Students must also participate in evaluation and feedback of class interviews; students who not participate, either as a panel member or by completing the peer evaluation will receive a reduction in participation points or no participation points for the day.** After the schedule has been finalized, there may not be opportunities for make-up presentations. Student participation in the interview process as well as evaluation and feedback will result in receiving credit for 40/50 points. To enhance your interview learning experience a student can earn 10 additional points by completing the following requirements of the oral defense: Video tape your oral defense (student to supply a VHS tape); review your interview and, complete a short (double spaced) summary.

The summary should include these elements: Review, evaluate and then assess your oral defense interview video and summarize what you learned from your experience. Would you modify or change your answers to your interview questions? Explain how. What did you learn about your nonverbal behavior(s) and body language? How might you modify or change your nonverbal in future
interviews? How could interview questions be framed for future students in LIBS 4960? This summary is due to the instructor the day after each individual interview. Students may keep the video for future reference. * Interviewees are responsible to provide a sticky note on each peer evaluation form for the evaluator’s name. All students, including the interview panel, will be required to complete the peer evaluation form (see pp. 20 this document).

Reflection Paper

Students will write a short (2-5 page) paper reflecting on their university educational experience. This paper should include, but is not limited to, reflections on the general education courses, which have served to enable students to view their world from various perspectives different from their own initial world view.
Liberal Studies 4960 Portfolio Assignment

In LIBS 4960, the completed portfolio project is required for course credit and is due at the entrance interview with the instructor. Each portfolio should include representations of subject matter competency, personal growth, individual skills, significant learning experiences, and personal goals, as they relate to specific areas in elementary education. Each portfolio should be professional in appearance and content.

The following items must be included in each portfolio and must be in this sequential order:
- Title page
- Table of contents
- Introduction to this specific portfolio project.
- Personal identity as a teacher, including:
  1. letter of application to “The Recruitment Committee,”
  2. autobiography focusing on strengths in the elementary classroom, and
  3. personal vita.
- Subject Matter Competency, “indicators of competence” required in all of the following subject matter areas:
  1. Language and Literature
  2. History and Social Science
  3. Mathematics
  4. Science—physical, life, and earth
  5. Visual and Performing arts—Art, Music, Theater, and Dance
  6. Physical Education, Human Development, and Health

The Subject Matter Section must be completed in the same manner as the following example:

- Review and reflection on field experiences in elementary classrooms
- Human diversity
- Technology
- Integrated learning
- Two additional topics relevant to the California Teaching Performance Expectations
- Summary of main ideas.
Name:

Due at Entrance Interview

Subject Matter Competency Assignment

Students enter Senior Seminar with a completed subject matter portfolio, including “artifacts indicative of competence” accumulated over the preceding years. Students who do not have a completed subject matter section will be instructed to drop the class and return when all subject matter courses have been completed. Students transferring from the four feeder community colleges should be on track with similar portfolios and course experiences.

One required section of your portfolio is on Subject Matter Competence. Subject Matter Competencies are submitted in the first week of Senior Seminar, during which faculty review subject matter artifacts and assess competence in each area, noting any weaknesses. That portfolio section includes the following subject matter subsections: language and literature; history and social science; mathematics; science (physical, life and earth); visual and performing arts (art, music, theater, dance); physical education, human development, and health; and the concentration. It is the Liberal Studies student's responsibility to gather “artifacts indicative of competence” in each of the subject areas listed above.

On this handout, list all the courses taken and the grade that you earned in those subject matter areas of competencies listed above and attach this to your Subject Matter Competency section before turning in the assignment. Subject Matter Competencies are due at the time of your entrance interview, which will happen during the first week or two of the new term.

* Participation in all course components is required to receive credit. Falsification of any materials submitted for credit will result in a failing grade for the course.

Language (1) and Literature (1)

_________________________________________________________________________________

_________________________________________________________________________________

History (1) and Social Science (1)

_________________________________________________________________________________

_________________________________________________________________________________

Mathematics (1)

_________________________________________________________________________________

Science

Physical (1)

Life (1)

Earth (1)

Visual and Performing Arts (according to program requirements)

Art

Music

Theater

Dance

Physical Education / Health (1)

Human Development (1)

Technology (1)
Subject Matter Competency Artifact Introduction

In order to facilitate subject matter competency assessment, the following documentation should be included in your portfolio for each discipline:

- Course numbers / Titles
- Institution where completed
- Grade earned
- Summary of the knowledge gained from the course / why the chosen artifact serves as proof of competency in that subject area.

************************************************************************

Subject Area: Science (Physical)

PHYS 3200 Heat, Light and Sound CSUS A

The artifact demonstrating my subject matter competence in the area of Physical Science is a diagram of a light spectrum illustrating the trajectory of a beam of light as it passes through water. This illustrates several principles of light: Light exists as a spectrum. The trajectory of light can be changed by the medium it passes through.

*Please note: This is an extremely brief sample, designed to provide an example of the type of content we are looking for within the artifact introduction.


- Be very specific and use specific examples.
- Be factual.
- Key words that are used in the field (particular discipline) will often help display your knowledge of a subject.

Page 9 of the text has some good examples illustrated as “A Strong Response” and “A Weak Response.”
Liberal Studies 4960 Portfolio Evaluation Form

E = Excellent; G = Good; A = Average; NI = Needs Improvement

_____ Professional appearance and content
_____ On time and appropriate length
_____ Title page
_____ Table of contents
_____ Autobiography
_____ Content Standards
_____ Subject Matter Competency
    _____ English—Language Arts
    _____ History and Social Science
    _____ Mathematics
    _____ Science—physical, life, and earth
_____ Visual and Performing Arts
    _____ Physical Education, Human Development, and Health
_____ Review and reflection on field experiences in elem. classrooms
    _____ Service Learning contracts
    _____ Tutoring logs and observation notes
    _____ Service learning evaluations
    _____ Final Reflections on Tutoring
_____ Integration of Subject Matter areas
_____ Personal Liberal Studies Individual Education Plan
_____ Development as a Professional Educator

Portfolio Grade______________
Oral Presentation Topic Selection Form

Names__________________________________________ Date___________________

Presentation Topic:________________________________________________________

Integration of two or more of the following subject matter areas (1) language, literature, (2) history and social science, (3) mathematics, (4) science, (5) visual and performing arts, (6) physical education, (7) health, and (8) human development.

Topic area # 1____________________________
Topic area # 2 _____________________________

Explanation: (How you plan to develop your topic for a college level audience)

What specific CSET vocabulary will you be highlighting in your presentation?

Instructor comments:

Instructor Approval ______________________________________________________ Date___________________

Scheduled Presentation Date________________________
DATE DUE: Due at time of presentation

LIBS 4960: Senior Seminar                      Names______________________________

ORAL PRESENTATION PREPARATION FORM

Presentation topic:

What appeals will you use to gain your audience’s attention and build interest in your topic?

What is your audience’s specific knowledge of your topic? What background do they need?

Audience’s attitude toward your topic? Your plan to adapt to this attitude?

How do you plan to integrate the two subject matter areas?

Your central idea (thesis statement):

Main ideas for the body of the speech:

I.

II

III.

IV.

Submit a copy of this form with an exact copy of your speaking notes and the Oral Presentation Evaluation Form to the instructor BEFORE your presentation begins.
**LIBS 4960 ORAL PRESENTATION EVALUATION FORM**

On presentation day, this form must be submitted to me prior to the presentation by each presenter.

<table>
<thead>
<tr>
<th>E</th>
<th>G</th>
<th>A</th>
<th>NI</th>
<th>Comments</th>
</tr>
</thead>
</table>

Speakers_________________________________ Topic__________________________

E = excellent=6 ; G = good=4 ; A = average=3 ; NI = needs improvement=2

**COMMITMENT**
- speakers seem committed to the topic
- speakers had done enough research

**TOPIC and PURPOSE**
- topic fits the assignment and time limit
- topic handled imaginatively
- purpose of the speech is clear
- topic adapted to the audience

**SUBSTANCE**
- clear explanation of subject matter areas methods, values, goals
- connection of subject matter areas
- main points supported by evidence
- examples clear and interesting
- reasoning clear and correct

**LANGUAGE**
- language clear, simple, and direct
- grammar and pronunciations correct
- language concrete and colorful

**STRUCTURE**
- introduction sparks interest and attention
- main ideas clearly focused
- transitions build continuity
- conclusion helps refocus the message

**PRESENTATION**
- speakers’ enthusiasm
- speech presented extemporaneously
- gestures and body language complement ideas
- vocal variety
- eye contact
- notes handled unobtrusively
- rate and loudness appropriate to material

TIME: _____________                         POINTS: _______________
LIBS 4960: Senior Seminar  

Peer Evaluation

Each group is responsible for duplicating and distributing this form to all class members before their presentation begins. Each form should include a post-it note for the class member to sign. Class members must complete the evaluation forms with rating and comments and return them to the instructor before leaving the classroom. Completed peer evaluation forms will be returned to the speaker at the class session following his/her presentation.

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Topic</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>INTRODUCTION</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attention material compelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Necessary background provided</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BODY</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clear discussion and analysis of subject matter areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective use of supporting materials (examples, statistics, audiovisuals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reasoning clear and easy to follow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective organizational techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(sign posts, sequence, transitions, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Related to the specific audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CONCLUSION</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective summary, review, or impact discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audience clearly involved in the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vivid concluding appeal</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LANGUAGE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vivid language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grammatical correctness</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>NONVERBAL FACTORS</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective vocal factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective non-verbal factors (gestures, poise, posture)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective eye contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicated enthusiasm for the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OVERALL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What new information did you learn from this presentation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What grade would you give the speaker? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How could the speakers improve the content of the presentation? Explain your thinking.</td>
</tr>
</tbody>
</table>

(Please use back of paper if necessary.)
Research Paper Evaluation Form
Due with Research Paper

Name ______________________________ Assignment __________________________

Topic ______________________________________________________________________

Integration of ideas and depth of analysis. Paper includes relevant background, all significant elements of the assignment, clear integration of subject matter areas, logical explanation and justification of conclusions, adequate use of examples and reasoning, and well-supported personal evaluation. (80 points possible)

Score ______________

Organization and development of ideas. Introduction includes clear thesis and preview of structure; body has clearly developed main ideas; conclusion reinforces thesis, summarizes and generalizes. Paper includes effective transitions throughout. Key terms are defined and clarified. (25 points possible)

Score ______________

Clear writing style. Paper includes complete and correct sentences, correct spelling, correct use of punctuation, careful pronoun use, accurate grammar, correct paragraph construction (including topic sentences), economical and interesting use of language. Paper has been edited and revised since first draft. (25 points possible)

Score ____________

Completion of specific elements of the assignment. Paper is on time, appropriate length, correct APA format (title page, source citations, reference page, etc.), and all necessary footnotes. (20 points possible)

Score ____________

Project Research Paper Total ____________
Oral Defense of Subject Matter Competency Evaluation Form

E = excellent=4 ; G = good=3 ; A = average=2 ; NI = needs improvement=1

<table>
<thead>
<tr>
<th><strong>Interview Behaviors</strong></th>
<th><strong>E</strong></th>
<th><strong>G</strong></th>
<th><strong>A</strong></th>
<th><strong>NI</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arrives on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provides a professional resume</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrates professional appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Keeps distractions to a minimum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates confidence and preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Establishes a climate of comfort and rapport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates active listening behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Uses appropriate language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Relates personal growth and development to professional preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Aligns personal coursework with K-8 content Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Reflects on field experiences in elementary classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Explains individual skills related to elementary teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Provides examples of subject matter projects completed in each area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Demonstrates subject matter competency in all areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Oral Defense Grade_________________

What did you like best about the interviewee? Give specific examples.

How could the interviewee improve? Give specific examples.
LIBS 4960 Senior Seminar  Name _______________________
Date   _______________________

Liberal Studies Subject Matter Assessment Form

Language and Literature Subject Matter Area Score

History and Social Science Subject Matter Area Score

Mathematics Subject Matter Area Score

Science Subject Matter Area Score
- Physical Science, Life Science, Earth Science

Visual and Performing Arts Subject Matter Area Score
- Dance, Music, Theatre, Art

Physical Education, Human Development and Health Subject Matter Area Score

Concentration Subject Matter Area Score

Liberal Studies Senior Seminar Instructor_____________________________________
Date_______________________________

LIBS 3000 Instructor’s Name____________________________________________________
LIBS 3000 Grade ____________
When was LIBS 3000 taken?_____________________________________

Which program are you in?

Red □      Yellow □      Blue □
**Questionnaire**

Please complete this form and send it to me during our first week together.

Name___________________________ Phone________________________

Soc. Sec. # ___________ Class Level ________________________

E-mail _______________________________ Advisor: Rachel L. Graybill-Bundgard

Concentration _______________________________

# Units completed _______ # Units this Semester ____________

Goals:

   Academic:
   
   Professional:

What do you think are the most important qualities an excellent teacher can possess? Why?