LIBS 4960: Senior Seminar  
Spring 2006: Thursday  
Lynne Taliaferro

**GENERAL INFORMATION:** (All information in this document is subject to change.)

**Prerequisites:** Successful completion of LIBS 3000, Successful completion of Subject Matter Courses

**Course description:**
Senior Seminar is 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)

**Office hours:** As arranged
**Phones:** LIBS Office 667-3749; Home 667-6028
**E-mail** lynnetaliaferro@msn.com

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

<table>
<thead>
<tr>
<th>Class Points</th>
<th>Portfolio Points</th>
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<tbody>
<tr>
<td>Attendance and class participation</td>
<td>100 points possible</td>
</tr>
<tr>
<td>Subject Matter Competency*</td>
<td>(Competence in all subject matter areas is required to pass this course.)</td>
</tr>
<tr>
<td>Integration / Presentation Paper</td>
<td>150 points possible</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>150 points possible</td>
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<tr>
<td>Oral Defense of Subject Matter Competency</td>
<td>50 points possible</td>
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<tr>
<td>(Competence in all subject matter areas is required to pass this course.)</td>
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<tr>
<td>Peer Evaluations</td>
<td>50 points possible</td>
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<tr>
<td>Other (on time, tech, resume/letter)</td>
<td>40 points possible</td>
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350 class points 250 portfolio points

600 total points possible

*To be submitted for review by instructor, revised and re-submitted with portfolio for scoring. Please include original as well as revised copy in portfolio.

*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.

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

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.

Any late assignment work will be penalized a minimum of 20% (based upon point value of that assignment.) Assignments more than a week late will not be accepted. Late points cannot be made up through revision.

Class attendance and participation are important and valuable to your course grade. 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, reading or visiting during presentations is inappropriate and will be noted. Students who need to study, read or visit should do so outside this classroom.
LIBS 4960 SYLLABUS:

2/16
Introduction to the Course
Letter of application model (self intro)
Discussion of course requirements:
  Work with Subject Matter Competency
  Oral Presentation Requirements
    Models from previous students
    Use of text language for presentation
    Set partners/ possible topics/ presentation dates
  Research / Integration Paper brief overview
  Conference sign ups

2/23
Subject Matter Competency Due
Oral defense of Subject Matter Competence (interviews) Requirements
Interview Preparation – select cohort groups, questions
Portfolio Requirements
Complete and submit Oral Presentation Topic Selection Form/ Oral Presentation Preparation Form

3/2
Pair Conferences
  Work with Presentation Partner and Library Research

3/9
Pair Conferences
  Work with Presentation Partner and Library Research

3/16
Pair Conferences
  Work with Presentation Partner and Library Research

3/23
Presentation #1; #2; and #3
  All Research Papers Due
  Interview Preparation

3/30
Presentation #4; #5; and #6
  Interview Preparation

4/6
Presentation #7; #8; and #9
  Interview Preparation

4/13
Presentation #10; #11; and #12
  Interview Preparation

4/27
Interviews
  Portfolios Due
  Your student copy of the Liberal Studies 3000 Portfolio Evaluation Points MUST be included in the front cover of the portfolio.

5/4
Interviews

5/11
Interviews

5/18
Interviews

5/25
Finals Day will be used to complete interviews if needed.
Name: ________________________________

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 second 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.** 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 the second day of class. 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 (1): ________________________________ |
| Music (1): ________________________________ |
| Theater (1): ________________________________ |
| Dance (1): ________________________________ |
| Physical Education/Health (1): ________________________________ |
| Human Development (1): ________________________________ |
| Technology (1): ________________________________ |

Name of LIBS 3000 instructor, your grade and year completed: ________________________________

Circle the name and/or color of your program: RED  YELLOW  BLUE

Subject Matter Topic Requests: what you believe to be your deficient topic(s) of your SMC assignment: ________________________________
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.”

As a final note: Effective summaries include a concise restatement briefer than the original artifact. Effective summaries clearly cover four specific points when discussing or defending portfolio Subject Matter Area artifacts. In the summary, students must:

- Demonstrate substantial understanding of principles and methods used in a specific area such as: language and literature, math and science, history and social science, etc.
- Explain concepts, topics and problems for the subject area.
- Communicate in formal and informal modes appropriate for the subject matter area.
- Recognize relationships (integration) of specific subject matter to other subject areas and provide specific examples of those relationships and integrations.
Oral Presentation

Having completed 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 is created in each subject matter area. They 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 work with a partner and the two select a topic appropriate for a college level audience, approved by the instructor, that includes: integration of two each (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, health, and 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.

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 5 sources, and visual aids integrated throughout. The audience, our class, needs to be “involved” during the presentation in creative and engaging ways. The course textbook is an acceptable reference.

Speakers should 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. Presentations should address topics on a college level. Falsification of any materials submitted for credit will result in a failing grade for the course.

Delivery of the presentations 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. Participation is required to receive credit.

Before their presentation begins, speakers are responsible for distributing topical outlines and a list of text vocabulary words used within your presentation to all class members. Speakers are also responsible for making and distributing all copies of their evaluation forms before their presentation begins. The instructor will collect the forms and return them to the speakers along with the instructor’s evaluation form.

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.
Oral Presentation Topic Selection Form
Submit a completed copy of this form to the instructor at your individual (pair) conference.

Name__________________________________________    Date___________________
Partner’s Name________________________________________

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, health, and human development.

Subject area # 1 __________________________________________________________________________

Subject area # 2 __________________________________________________________________________

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

Instructor comments:

Instructor Approval ___________________________    Date _________________

Scheduled Presentation Date ___________________________
SPEECH PREPARATION FORM

Present your 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?

What might be the 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 must be written as a complete sentence):

Main ideas for the body of the speech:

I.

II.

III.

Be sure that your central idea clearly encapsulates the main points to be discussed in the body of the speech.
PEER ASSESSMENT OF PRESENTATION: LIBS 4960

Speaker: ___________________________  Topic: ___________________________

<table>
<thead>
<tr>
<th>Content of Presentation</th>
<th>Excellent</th>
<th>good</th>
<th>poor</th>
<th>comments</th>
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<tbody>
<tr>
<td>Informative</td>
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<tr>
<td>Clarity of materials/information</td>
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<td>Purpose of the speech is clear</td>
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<tr>
<td>Appropriate for college level audience</td>
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<td>Speaker is knowledgeable about subject</td>
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<tr>
<th>Organization</th>
<th>Excellent</th>
<th>good</th>
<th>poor</th>
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<tr>
<td>Introduce self and topic</td>
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<tr>
<td>Overview of presentation</td>
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<tr>
<td>Flow/transitions</td>
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<td>Topical outline useful</td>
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<td>Connection between speakers</td>
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<th>Visual Aids</th>
<th>Excellent</th>
<th>good</th>
<th>poor</th>
<th>comments</th>
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<tr>
<td>Legible and clear</td>
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<td>Pertinent, reinforces point</td>
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<td>Right amount</td>
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<tr>
<td>Effectively used and explained</td>
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<tr>
<th>Involvement of Audience</th>
<th>Excellent</th>
<th>good</th>
<th>poor</th>
<th>comments</th>
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<tr>
<td>Quality</td>
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<td>Usefulness to audience</td>
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<td>Connection to point</td>
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<tr>
<th>Presentation Style</th>
<th>Excellent</th>
<th>good</th>
<th>poor</th>
<th>comments</th>
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<tbody>
<tr>
<td>Clear speaking style</td>
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<td>Eye contact</td>
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<td>Professional appearance/behavior</td>
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<td>Appropriate language</td>
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<td>Extemporaneous delivery</td>
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What interested you the most about this presentation?

What suggestions do you have for improvement?

Write any other comments on the back of this sheet.
INSTRUCTIONS FOR
PEER ASSESSMENT OF PRESENTATION: LIBS 4960

Presenters:

1. Write your name, topic, and class on the assessment form.

2. Duplicate form to have enough to provide to your audience.

3. 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).

4. Before you start your presentation, pass out the assessment forms with your vocabulary words and outline. Do not attach the assessment form to any other handout.

Audience:

1. When you receive the assessment form, write your name on the post-it note.

2. 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, and 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.

3. Turn in your assessment form to the instructor. It will be returned to the presenter (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!
Research Paper

Individual research papers, on the same topic as the oral presentation, are required. Format (title page, abstract, and reference page), citations, and references must be consistent with the Publication Manual of the American Psychological Association. Papers must be word-processed, double-spaced, and 6-8 pages of written discussion (the 6-8 pages should not include title page, abstract or reference page. Remember, abstracts are required. Format, footnotes and references must be consistent with the Publication Manual of the American Psychological Association, 5th Edition. The manual is available in the bookstore and in the library. The research paper must include a minimum of 5 references. At least 3 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 should clearly communicate connections between disciplines/Subject Matter Areas.

Instead of turning in an annotated bibliography of your research, each student is required to provide a list of 5 vocabulary words and their definitions to each class member. Look for key subject matter area vocabulary words and definitions to use within your research and presentation. In other words, choose and integrate 5 vocabulary words that tie directly to your subject matter areas you cover in your research. Use your CSET text to reference the vocabulary words used in the glossary section(s) of the text. Glossary and key terms are found in Part II: Review of exam Areas. Each subject matter area has a subtest test that lists a glossary, key terms and concepts that provide the appropriate language and its usage for that discipline. I want students to integrate this language into your research, your presentation and in your future revised subject matter summaries.

Research paper evaluations will also 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 the day oral presentations begin.

Remember, speakers are responsible for distributing peer evaluations sheets, topical outlines and vocabulary words and their definitions to all class members before beginning the presentations. Speakers are also responsible for submitting an exact copy of their speaking notes to me before beginning the presentations.

*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
LIBS 4960 Research Paper Scoring Sheet

Name: ___________________________________________ Term: Winter 2006

Research Title: ________________________________ Final Score: _____ /150

Integration of Subject Matter and Depth of Analysis (50 points)

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Clear Integration of Subject Matter Areas
Relevant background developed
Research paper includes adequate examples
Logical explanations / justifications for the importance of this research
Well-supported personal evaluation

Organization and Development of Ideas (50 points)

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A clear thesis statement identifies your main ideas in the introduction
Structure followed / body has clearly developed main ideas
Conclusion reinforces thesis, summarizes and generalizes
Effective transitions between ideas and paragraphs
Key Terms Defined

Quality and Clear Writing Style (25 points)

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Complete and correct sentence structure
Correct spelling / punctuation
Accurate grammar
Correct paragraph construction
Economical and interesting use of language

Completion of specific elements of the assignment (25 points)

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On time and appropriate length
Correct APA Format (includes correct formatting, font, margins, spacing, etc.)
Title page
Abstract
Source Citations are cited correctly
Reference Page contains all 5 sources in the text of the paper

Comments:
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, the language of the CSET Cliffs Test Prep textbook; review the vocabulary, their own coursework, their portfolios, and personal development in the competency. Students will also participate in evaluation and feedback of class interviews. 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 earning credit for up to 40 of 50 point possible (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).

Summary should include all of these elements:
- Review, evaluate and then assess your oral defense interview video;
- Summarize what you learned from your experience;
- Would you modify or change your answers to your interview questions? Explain how;
- What did you lean about your nonverbal behavior(s) and body language?
- How might you modify or change your nonverbal language 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 personal future reference.
Liberal Studies 4960 Portfolio Assignment

The portfolio project is required for course credit and due April 27. 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. *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.*

The following **bolded items must** be included in each portfolio:

- Binder Cover Title page
- Introduction to this specific portfolio project.
- Table of contents

**Tab—1 Personal Identity/Development as a Teacher, including:**
- Letter of application to “The Recruitment Committee,”
- Autobiography/Personal identity focusing on strengths in the elementary classroom,
- Personal vita
- Current LIBS Individual Education Plan (IEP)

**Tab—2 Content Standards**

**Tab—3 Subject Matter Competency, “indicators of competence” required in all of the following subject matter areas:**
- Language and Literature
- History and Social Science
- Mathematics
- Science—physical, life, and earth
- Visual and Performing arts—Art, Music, Theater, and Dance
- Physical Education and Health
- Human Development

**Tab—4 Field Experience/Service Learning**
- Review and reflection on field experiences in elementary classrooms

**Tab—5 Diversity**

**Tab—6 Technology**

**Tab—7 Integrated learning**
- Integration of Subject Matter Areas: Research Paper of Oral Presentation

**Tab—8 California Teaching Performance Expectations (TPE's)**

**Tab—9 Summary of main ideas.**

Name of candidate: ______________________________ Date: _____________
Oral Defense of Subject Matter Competency Evaluation Form

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

_____ Arrives on time
_____ Demonstrates professional appearance
_____ Keeps distractions to a minimum
_____ Demonstrates confidence and preparation
_____ Establishes a climate of comfort and rapport
_____ Demonstrates active listening behaviors
_____ Uses appropriate language
_____ Relates personal growth and development to professional preparation
_____ Aligns personal coursework with K-8 content Standards
_____ Reflects on field experiences in elementary classrooms
_____ Explains individual skills related to elementary teaching
_____ Provides examples of subject matter projects completed in each area
_____ Demonstrates subject matter competency in all areas

Overall Oral Defense Evaluation ________________

Comments: (must be completed by evaluator to receive credit)

Name of Candidate: ___________________________ Date: ______

Position Desired: ________________________________________________
**Rating Scale**

5 = Excellent  
4 = Very Good  
3 = Average  
2 = Below Average  
1 = Lacking  
0 = Did not answer the question

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<th>Brief Summary of Question</th>
<th>Evaluation</th>
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**Comments:**

Would you recommend this person for the position for which they are applying? ______

*Why or why not? Explain (be specific):*

What are some strengths of the presentation of this interview?

How could the presentation of this interview be improved?

What are some strengths of the content of what the candidate offered?

How could the content of the candidate’s answers be improved?