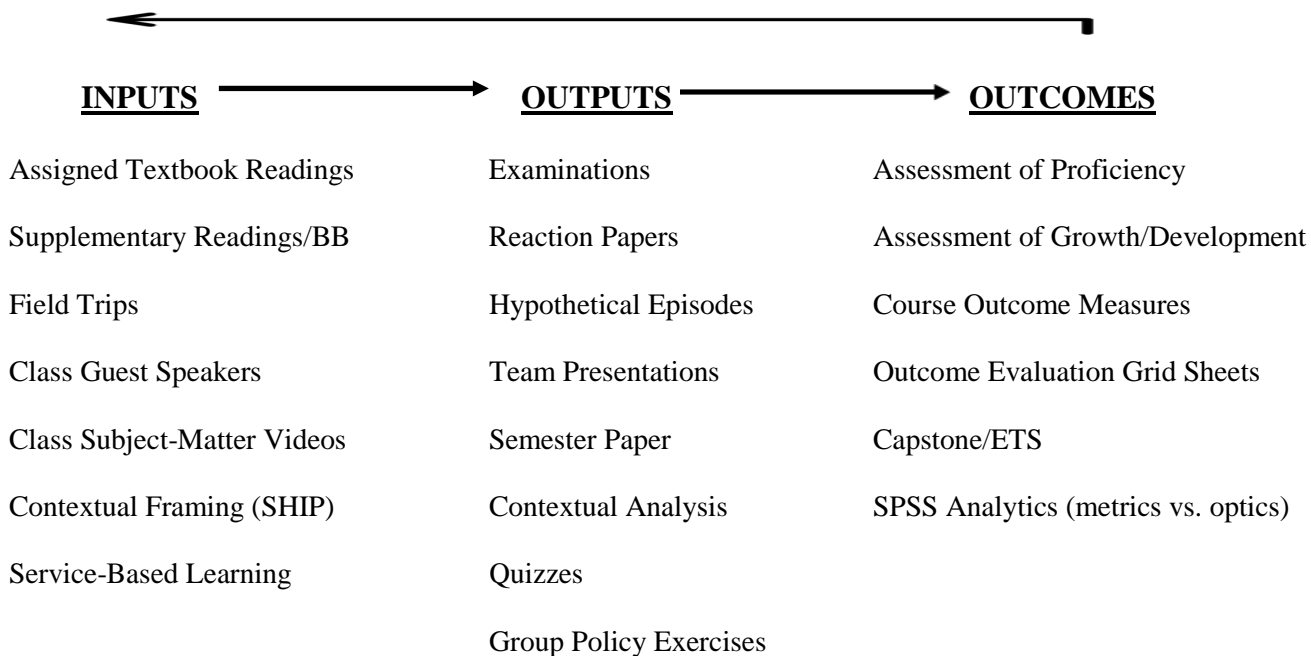


“RELEVANCE THROUGH RE-ENGINEERING”



- (1) “Relevant” course content enhances “**Applicability**”, or “Apply-ability” of knowledge in multiple settings.
- (2) With **emergence of our new student population over the last decade**, the millennials, the nature of learning has fundamentally changed. Traditional methods of instruction no longer apply, and have been relegated to the “back seat” of the instructional bus.
- (3) Increased emphasis on the relevance of course content reflects a **fundamental paradigm shift** in the way that course content is delivered to our students. It involves the **principles of content-driven active learning** as opposed to the passive absorption of knowledge.
- (4) Each course **output component is differentially weighted** in order to account for the course’s academic rigor.
- (5) Each course output is **graded on the basis of multiple evaluative criteria** which varies from one output to the next. SPSS analytics may be used to **discern the impact** of one type of output versus another on a student’s proficiency of the course content.
- (6) Enhance **critical thinking skills to promote understanding** as opposed to rote memorization of facts that are discarded once the testing has been completed.
- (7) The use of relevant course content promotes both **proficiency as well as growth** that can be cumulatively measured over time.

REACTION PAPER GUIDELINES

INSTRUCTIONS: Use these formatting guidelines when preparing your Reaction Papers to either the supplemental assigned readings or the videos that are shown in class. The Reaction Papers should follow the formatting that is specified herein and in accordance with the eight different sections. Reaction Papers should be no longer than three (3) typewritten pages, using either an 11-point or 12-point font. No electronic submission of Reaction Papers is permitted; they must be submitted on the “due date”. Late submissions will not be graded.

- I. *REACTION PAPER #.* Make sure that you include the actual number of the Reaction Paper on your paper, under your name. It will make things easier.
- II. *TITLE.* What is the title of the reading(s) or the video? If it is a supplemental reading, who is (are) the authors?
- III. *SUMMARY.* Using no more than one paragraph, summarize the overall content of the reading(s) or the video. If there is more than one reading or video, you should have one summary paragraph for each of the supplementary readings that are assigned.
- IV. *THEMES.* Identify *three* specific themes that emerge from doing the readings or watching the video, and their relevance for this class. Please be as specific as possible.
- V. *SUPPORTING ARGUMENTS/EVIDENCE.* What specific arguments/evidence do the authors of the readings/producers of the video provide to substantiate their position in the readings/video? To what extent are these arguments or the evidence both plausible and persuasive in establishing the credibility of their position?
- VI. *FOLLOW-UP QUESTIONS.* If you had the chance to ask the authors of the readings or the producers of the video any questions surrounding their work, what two questions would you ask?
- VII. *CONCLUSIONS.* What three specific conclusions can you draw from the readings or the video? That is, what are your specific impressions? (These impressions cannot be the same as the “themes” identified in Section III). This is the chance for you to be creative.
- VIII. *FUTURE STUDY.* Identify *three* potential research questions or topics that the readings or the videos “open up” in terms of future areas of inquiry.

**SEMESTER PAPER ASSIGNMENT
INSTRUCTOR REVIEW INSTRUMENT**

COURSE: _____

NAME OF STUDENT: _____

INSTRUCTIONS: For each of the following dimensions, you are to evaluate the student's performance using a scale of one to five, with five being the highest. The ratings correspond to the following "school grades": 5=A, 4=B, 3=C, 2=D, and 1=F. (NO means "not observed") Circle your selection, and provide any comments that you may have at the bottom of this page, and continue on reverse if you need additional space.

ANALYSIS AND INTERPRETATION (AI)	1	2	3	4	5	N.O.
CREATIVITY (CR)	1	2	3	4	5	N.O.
FACT-FINDING (FF)	1	2	3	4	5	N.O.
FLEXIBILITY (FL)	1	2	3	4	5	N.O.
RISK TAKING (RT)	1	2	3	4	5	N.O.
LOGICAL DEVELOPMENT OF IDEAS (LDI)	1	2	3	4	5	N.O.
LEVEL OF DETAIL (LD)	1	2	3	4	5	N.O.
APA COMPLIANCE	1	2	3	4	5	N.O.
WRITTEN COMMUNICATION AND PRESENTATION (WCP)	1	2	3	4	5	N.O.
OVERALL CONTENT (OC)	1	2	3	4	5	

TOTALS:

COMMENTS: _____

INSTRUCTOR NAME: _____

**ORAL PRESENTATION
REVIEW INSTRUMENT**

NAME OF PRESENTER: _____

INSTRUCTIONS: For each of the following dimensions, you are to evaluate the student's performance using a scale of one to five, with five being the highest. The ratings correspond to the following "school grades": 5=A, 4=B, 3=C, 2=D, and 1=F. (NO means "not observed") Circle your selection, and provide any comments that you may have at the bottom of this page, and continue on reverse if you need additional space.

ANALYSIS AND INTERPRETATION (AI)	1	2	3	4	5	N.O.
CREATIVITY (CR)	1	2	3	4	5	N.O.
FACT-FINDING (FF)	1	2	3	4	5	N.O.
LEVEL OF DETAIL (LD)	1	2	3	4	5	N.O.
LOGICAL DEVELOPMENT OF IDEAS (LDI)	1	2	3	4	5	N.O.
ORAL COMMUNICATION AND PRESENTATION (ORCP)	1	2	3	4	5	N.O.
FLEXIBILITY (FL)	1	2	3	4	5	N.O.
RISK-TAKING (RT)	1	2	3	4	5	N.O.
LEADERSHIP PRESENCE (LP)	1	2	3	4	5	N.O.
OVERALL GROUP PERFORMANCE (OGP)	1	2	3	4	5	

TOTALS:

COMMENTS: _____

REVIEWER NAME: _____

**WRITTEN ASSIGNMENT/EXAM RESPONSES
INSTRUCTOR REVIEW INSTRUMENT**

COURSE: _____

NAME OF STUDENT: _____

INSTRUCTIONS: For each of the following dimensions, you are to evaluate the student's performance using a scale of one to five, with five being the highest. The ratings correspond to the following "school grades": 5=A, 4=B, 3=C, 2=D, and 1=F. (NO means "not observed") Circle your selection, and provide any comments that you may have at the bottom of this page, and continue on reverse if you need additional space.

ANALYSIS AND INTERPRETATION (AI)	1	2	3	4	5	N.O.
CREATIVITY (CR)	1	2	3	4	5	N.O.
FACT-FINDING (FF)	1	2	3	4	5	N.O.
FLEXIBILITY (FL)	1	2	3	4	5	N.O.
RISK TAKING (RT)	1	2	3	4	5	N.O.
LOGICAL DEVELOPMENT OF IDEAS (LDI)	1	2	3	4	5	N.O.
LEVEL OF DETAIL (LD)	1	2	3	4	5	N.O.
WRITTEN COMMUNICATION AND PRESENTATION (WCP)	1	2	3	4	5	N.O.
OVERALL CONTENT (OC)	1	2	3	4	5	

TOTALS:

COMMENTS: _____

INSTRUCTOR NAME: _____

**RESEARCH PROPOSAL ASSIGNMENT
INSTRUCTOR REVIEW INSTRUMENT**

COURSE: _____

NAME OF STUDENT: _____

INSTRUCTIONS: For each of the following dimensions, you are to evaluate the student's performance using a scale of one to five, with five being the highest. The ratings correspond to the following "school grades": 5=A, 4=B, 3=C, 2=D, and 1=F. (NO means "not observed") Circle your selection, and provide any comments that you may have at the bottom of this page, and continue on reverse if you need additional space.

PROBLEM ANALYSIS AND INTERPRETATION (PAI)	1	2	3	4	5	N.O.
CREATIVITY AND RISK TAKING (CRT)	1	2	3	4	5	N.O.
FACT-FINDING (FF)	1	2	3	4	5	N.O.
FLEXIBILITY (FL)	1	2	3	4	5	N.O.
LOGICAL DEVELOPMENT OF IDEAS (LDI)	1	2	3	4	5	N.O.
LEVEL OF DETAIL (LD)	1	2	3	4	5	N.O.
REVIEW OF LITERATURE (ROL)	1	2	3	4	5	N.O.
THEORY (TH)	1	2	3	4	5	N.O.
HYPOTHESES (HYP)	1	2	3	4	5	N.O.
RESEARCH METHODS (RM)	1	2	3	4	5	N.O.
SAMPLING (SA)	1	2	3	4	5	N.O.
STATISTICAL UTILIZATION (SU)	1	2	3	4	5	N.O.
APA COMPLIANCE (APA)	1	2	3	4	5	N.O.
WRITTEN COMMUNICATION AND PRESENTATION (WCP)	1	2	3	4	5	N.O.
OVERALL CONTENT (OC)	1	2	3	4	5	

TOTALS:

DEFINITIONS OF OBSERVED DIMENSIONS FOR COURSE ASSIGNMENTS

Analysis and Interpretation (AI): Performance of student indicates that he/she has examined an issue or problem from more than just one perspective, and has drawn reasonable conclusions and inferences during the course of the discussion that are consistent with existing facts and data.

Creativity (CR): Performance of student indicates that he/she can present meaningful and innovative ideas, concepts, theories, and technologies, even where such innovation means that the prevailing ideas, concepts, theories, or technologies are challenged or potentially discarded.

Fact-Finding (FF): Performance of student indicates that he/she has presented a wide array of facts and data in his/her discussion or presentation in order to substantiate the position(s) adopted or arguments offered in the discussion.

Logical Development of Ideas (LDI): Performance of student indicates that ideas expressed in the discussion are derived, either inductively or deductively, from his/her understanding of facts, circumstances, and data, and that the arguments presented during the course of the discussion are plausibly developed.

Oral Communication and Presentation (OCP): Performance of student indicates that he/she verbally interacts with his/her peers without the use of slang terms or colloquialisms, and that such interaction includes relevant and prevailing subject-matter terminology, concepts, ideas, and philosophies.

Flexibility (FL): Performance of student indicates that he/she adopts a new position other than his/her original one, in light of being presented or confronted with new facts, circumstances, or data, and even though the new position may be unpopular or be in distinct opposition to his/her original argument(s).

Risk-Taking (RT): Performance of student indicates that he/she can adopt a position based on supporting facts and data, even though the position argued may be unpopular or contrary to prevailing thinking, and that he/she can maintain his/her position even in light of opposition, confrontation, or challenge, whether direct or indirect.

Leadership Presence (LP): Performance of student indicates that he/she can persuade or influence others to adopt his/her position, whether popular or unpopular, during the course of the discussion, and that his/her position is respected by his/her peers; also known as “command presence”.

Overall Group Performance (OGP): The aggregate net performance of the group as a whole during the course of the group's discussion and presentation.

Overall Written Content (OWC): The overall performance of the student on the written assignment.

Level of Detail (LD): Performance of the student indicates that he/she has delved into the issue to an appropriate depth that enables him/her to substantiate his/her position, whether orally or in writing.

Written Communication and Presentation (WCP): The performance of the student indicates that he/she can present a set of facts, circumstances, data, or concepts in written format, that the writing utilizes both appropriate grammar and spelling, and that the writing style is appropriately designed for the audience for which it has been prepared.

APA Compliance (APA): The extent to which the content and formatting of the written work or research papers complies with the formatting requirements and rubrics established by the APA.