

## **EDUC 881-001—Seminar in Bilingual Education: Policy**

3 Credits, Spring 2019

Wednesdays/7:20 – 10 p.m., Thompson Hall, Rm. 1010, Fairfax Campus

### **Faculty**

Name: Dr. Lorraine Valdez Pierce  
Office Hours: Weds., 5:30 – 6:30 pm, Thurs., 7:20 – 8 pm, and by appointment  
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### **University Catalog Course Description**

*Examines the historical development of education for language minority students in the United States, including federal and state legislation and court decisions. Explores policy issues regarding administrative program models, instructional approaches, curricular reform, and assessment policies for language minority students developed in response to legal mandates, legislative decisions, and the school reform movement.*

**Prerequisites:** Admission to the Ph.D. in Education program or permission of instructor.

### **Course Overview**

This doctoral seminar guides candidates in examining educational policymaking with a specific focus on the historical development of programs for language minority students (LMS) and English language learners (ELLs) attending public schools in the United States. Candidates will examine how education policy is made and explore issues at national, state, and local levels as they impact the education of LMS and ELLs. Discussions will address research, federal and state legislation, and court decisions from the 1960s to the current day. In addition, candidates will review education policies for immigrants and minority students in international settings.

Policy issues to be examined include: language planning; social values in policymaking; the role of federal and state governments and local schools in influencing education policy; the role of teachers and local programs in implementing policies; legal rights of immigrant and native-born language minority students; education policies affecting English language learners and bilingual students; standards-based reform (NCLB & ESSA), including high-stakes testing programs; the role of philanthropic organizations, and future research needs. Other topics may be considered, depending on candidates' interests, such as equal educational opportunities for individuals and groups and social justice through equitable access to learning.

## **Learner Outcomes**

Doctoral candidates completing this seminar will be able to:

1. Define concepts and terminology used in policymaking in education;
2. Describe the dynamic and turbulent nature of the educational policy making process;
3. Critically review and analyze federal and state legislation and major legal decisions relating to the education of language minority students (LMS) and English language learners (ELLs);
4. Analyze the roles of diverse stakeholders in policymaking;
5. Analyze education and language policies in international settings;
6. Lead a class discussion on policy issues; and
7. Prepare a policy brief that provides an overview of a single issue and makes policy recommendations for improving the educational status of LMS and ELLs.

## **Course Delivery Method**

Course delivery is accomplished in a combination of ways to meet the needs of diverse learners and learning styles. Methods of instruction include presentations by both the instructor and students, teacher-led class discussions, and small group activities. Instructors may use videos, guest speakers, and online resources. This course is delivered face-to-face, with some assignments and materials and all assessments delivered through postings on Blackboard.

Leading class discussions and interacting in productive ways with other doctoral candidates during each class session are essential for success in this course.

### Definition of *seminar* (Merriam Webster Dictionary)

*1: a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions*

*2a(1): a course of study pursued by a seminar*

*(2): an advanced or graduate course often featuring informality and discussion*

## **PROFESSIONAL STANDARDS**

### **Teachers of English to Speakers of Other Languages (TESOL)**

#### ***Standard 5.a. ESL Research and History***

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

#### ***Standard 5.b. Professional Development, Partnerships, and Advocacy***

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

### **American Council on the Teaching of Foreign Languages (ACTFL)**

#### **Standard 6: Professional Development, Advocacy, and Ethics**

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

#### **Definition of *policymaking* (Collins Dictionary)**

a. *the formulation of ideas or plans that are used by an organization or government as a basis for making decisions*

## **REQUIRED TEXTS**

Crandall, J. & Bailey, K. M. (Eds.). (2018). *Global perspectives on language education policies*. Abingdon, UK: Routledge.

Mitchell, D. E., Shipps, D., & Crowson, R.L. (Eds.). (2018). *Shaping education policy, power & process*. (2<sup>nd</sup> ed.). Abingdon, UK: Routledge.

Ovando, C. J. & Combs, M.C. (2018). Policy and Programs. In C. Ovando & M.C. Combs (Eds.), *Bilingual and ESL classrooms* (6<sup>th</sup> ed.) (pp. 39 – 78). Lanham, MD: Rowman & Littlefield. [Chapter 2 on library e-reserve].

## **RECOMMENDED TEXTS**

Crawford, J. (2004). *Educating English learners: Language diversity in the classroom* (5<sup>th</sup> ed.). Los Angeles: Bilingual Educational Services, Inc.

Kirst, M. W. & Wirt, F. M. (2009). *The political dynamics of American education* (4<sup>th</sup> ed.). Berkeley, CA: McCutchan Publishing Corp.

*Education Week* – digital subscription (\$26 for 6 mos.)

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: American Psychological Association.

*Additional Readings Available on Blackboard (see list of Recommended Readings)*

## **Resources Available on Blackboard**

Additional Required Readings

List of Recommended Readings

Samples of projects by previous students

*Collaborate* – virtual office hours & team meetings

## Assignments

Assignment Description	Percent of Course Grade
1. Focus Session	20%
2. Policy Brief – Proposal	15%
3. Book Review	20%
4. Policy Brief – Presentation	15%
5. Policy Brief - Final Paper	30%

*Written papers (saved as Word documents) and Powerpoint slides (saved as slides) will be submitted both online and in paper copy by class time on the due date.*

### **COURSE REQUIREMENTS\***

#### **1) Focus Session**

Each candidate will teach a class session on a syllabus topic in which he/she has a personal interest or intends to study throughout this course. This requirement gives each doctoral candidate an opportunity to demonstrate leadership and teaching skills in leading peers in a whole class discussion on a policy topic. Candidates will choose a topic from the course syllabus and teach the class on that topic on the date it is listed on the syllabus. We will set up a presentation schedule indicating dates, topics, and presenters for each Focus Session.

#### **2) Policy Brief Proposal: Framing the Policy Issue**

Each candidate will identify an issue of high importance affecting immigrant, language minority, and/or ELL students at one level of education. Candidates will define the problem, describe the situation, and discuss how it limits educational opportunities for language minority students and/or ELLs. Sample issues might include: *The impact of federal education initiatives such as ESSA on state and local school policies, state standardized tests as levers of accountability and school reform, segregation of language minority students and ELLs in schools, among others.*

### **3) Book Review**

Candidates will write a review of a book from our list of recommended readings. Candidates will assess the book's strengths and limitations in addressing one or more syllabus topics and relate it to the required readings in this course. In class, we will examine sample published book reviews and use a template to draft the review.

### **3) Presentation of Policy Brief**

Candidates will prepare and deliver a conference-rehearsal presentation of their final papers.

### **4) Policy Brief, Final Paper**

Candidates will prepare a policy brief and include research-based recommendations for changes in policy and practice that can promote educational equity and academic achievement for immigrant, language minority and ELL students. Recommendations will include specific steps or ways to improve educational opportunities and the achievement status of ELLs and LMS in public schools.

*\*See Blackboard for more details on each required assignment.*

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor in this syllabus and on Blackboard.

### **Revised papers**

You will have a number of opportunities to get feedback on your drafts from the instructor **BEFORE YOU HAND THEM IN**. Therefore, once your paper has been turned in, scored, and returned to you, please do not ask for additional opportunities to revise it.

## **Other Requirements**

### ***Please Note – Submission Requirements***

*Written papers and Powerpoint slides will be submitted BOTH to Blackboard and in paper copy by the specified deadline.*

- *Only Word documents and Powerpoints will be accepted for work generated by each candidate.*
- *Some documents may be scanned and submitted as a PDF file. However, no more than 3 files may be submitted to meet a single course requirement.*
- *No cell phone or other photo images of required documents will be accepted.*
- *UPLOAD COURSE REQUIREMENTS TO BLACKBOARD UNDER ASSESSMENTS (do NOT send final papers by email).*

### **File-Naming Protocol**

In this course, please name each electronic file submitted for feedback, for a score or for a grade using the following protocol:

YOUR LAST NAME\_FIRST INITIAL\_Requirement Name\_mmddyy

(Month Day Year of Date Submitted)

EXAMPLE: VALDEZ\_L\_Focus Session022019

## ***Attendance and Participation***

Active participation in each class is essential for seminar participants. You are expected to arrive in class on time and contribute to the activities and discussions by critically analyzing issues, asking questions, or making observations about and reflecting on the readings indicating your thorough preparation for the class. You are responsible for all assigned coursework and readings. Please send the instructor an email explaining any planned or unplanned absence PRIOR to your absence (in cases of emergency, as soon as possible). It is your responsibility to obtain any materials distributed in any class you may have missed.

## **Absences**

***PLEASE CALL ME AT MY OFFICE IF ON CLASS DAY you determine that you will be late to or absent from class. Leave a message on my voicemail (703 -993-2050).***

If you know in advance that, due to a prior commitment, you will need to miss a specific class session, please send me an email notifying me of your planned absence at least 48 hours before class.

Your presence in each class session is highly valued, and since we only meet once a week, we need to hear from you. Absence from class means you miss the presentation, peer feedback, and/or group discussion, and we miss your contribution to the session.

Students absent twice may have their final grade reduced by one letter grade. Students missing 3 or more class sessions (regardless of the reason) may receive an F in the class. That's how important your attendance is. This policy was developed with input from previous graduate students taking this course. We can discuss this during class if you would like to change it.

## **LAPTOP/CELL PHONE POLICY**

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will not be used for surfing the Internet or checking email during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Similarly, cell phones must not be used during instructor, guest, or peer presentations and must be turned off/silenced (not on VIBRATE) during class periods; they may be used during break. Ask the instructor if you have a specific request.



## GRADING POLICY AND HONOR CODE

### Grading

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Grading 4-pt. Rubric	Grading 100-pt. Scale	Conversion to Mason Grade Points	Interpretation
A+	4.0	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	3.85	94-99	4.00	
A-	3.7	90-93	3.67	
B+	3.5	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.0	80-84	3.00	
C*	2.0	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<2.0	<69	0.00	

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

**Additional Note on Grading:** Each instructor’s grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way.

**Honor Code & Integrity of Work :** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

**Violations of the Honor Code** include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.
5. See our class Blackboard web site for more information on how to avoid plagiarism.

### **Late Work Policy**

At the graduate level, all work is expected to be of high quality and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* When you face circumstances (e.g., illness) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is at the discretion of each instructor to approve late work.*

### **Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

### **Incomplete (IN)**

This grade may be given to students who are in good standing but unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

## Class Schedule

Please come prepared to discuss the assigned readings during the week in which they appear.

Check Blackboard for additional materials to review or bring to class.

Week & Date	Topics	Readings to be discussed this week
1 Jan. 23	Evolution of education policy. Perspectives of diverse stakeholders. Overview of course objectives & requirements.	<i>Mitchell, Shipps, &amp; Crowson - Ch. 1</i> <i>Crandall &amp; Bailey, Ch. 1</i>
2 Jan. 30	Political framework for school turbulence. Systems analysis framework. Values in education policy. Progressive conflicts, incoherence - divergent conceptual frameworks.	<i>Kirst &amp; Wirt, Chs. 2 &amp; 3</i> <i>Mitchell, Shipps, &amp; Crowson - Ch. 2</i>
3 Feb. 6	Equity in education policy. Civil rights, desegregation, & language minorities. History of education policies for immigrant children and bilinguals. Title VII - The Bilingual Education Act.	<i>Mitchell, Shipps, &amp; Crowson - Chs. 3 &amp; 4</i> <i>Ovando &amp; Combs, Ch. 2 (on reserve) – pp.50 - 58</i>
4 Feb. 13	School finance. School choice/charter schools. Economic markets & elite multilingualism. <b>Feedback Forms.</b>	<i>Mitchell, Shipps, &amp; Crowson - Ch. 5 &amp; 7</i> <i>Crandall &amp; Bailey, Ch. 7</i>
5 Feb. 20	Language policy and ideology in the U.S. English as the official language – English only movement. Language of instruction – the wrong focus. Dual language immersion programs.	<i>Ovando &amp; Combs, Ch. 2, pp. 40 - 50</i> <i>Crandall &amp; Bailey, Ch. 12 &amp; 13</i> <i>Hakuta (2011) Bb</i>
6 Feb. 27	Curriculum policy & standards-based reform. Interaction between policy and practice. Common Core State Standards & assessments. State testing and civil rights.	<i>Mitchell, Shipps, &amp; Crowson – Chs. 6 &amp; 8</i> <i>Crandall &amp; Bailey, Ch. 3</i> <i>Gregg (2011) Bb</i> <i>Tucker (2015) Bb</i>
7 Mar. 6	Evolution of the federal role. Federal elections and political trends. Role of the courts in school policies. Fed. govt. – missed opportunities and inequities. <b>Feedback Forms: MT.</b>	<i>Kirst &amp; Wirt, Chs. 11 &amp; 12</i> <i>Ovando &amp; Combs, Ch. 2, pp. 66 -72</i> <i>Gandara &amp; Rumberger (2009) Bb</i>
8 Mar. 13	<b>SPRING BREAK/TESOL Convention - NO CLASS</b>	
9 Mar. 20	Political influence of philanthropic organizations. Elites & coherent ideologies.	<i>Mitchell, Shipps, &amp; Crowson - Chs. 10 &amp; 11</i>

10 Mar. 27	State assessment policies affecting English language learners. High-stakes testing. <i>No Child Left Behind Act (NCLB)</i> & scientifically-based – research standards (federal interventions). <i>Every Student Succeeds Act (ESSA)</i> requirements.	<i>Ovando &amp; Combs, Ch. 2, pp. 58 – 66 &amp; 72 –77. ESSA Updates File -Bb</i>
11 Apr. 3	Immigration policies, DACA, and Dreamers. Cultural & linguistic identities.	<i>Crandall &amp; Bailey, Ch. 14, 16 – 17 Walters (2017) Bb</i>
12 Apr. 10	Teacher education & support. International teaching assistants. <b>Feedback forms.</b>	<i>Crandall &amp; Bailey, Chs. 2-3, 8- 9 &amp; 11</i>
13 Apr. 17	Urban school systems, mayoral control. Five key concepts for productive policy initiatives.	<i>Mitchell, Shipps, &amp; Crowson - Ch. 13 &amp; 14</i>
14 Apr. 24	Digital literacy. Future directions for language planning & education policies for language learners and minority languages.	<i>Crandall &amp; Bailey, Chs. 15 &amp; 18</i>
15 May 1	<b>Course evaluations. Materials release forms. Feedback Forms - Final.</b> <b>Due today: Policy Presentations &amp; Policy Brief - Final Paper.</b>	

*Note: The instructor reserves the right to alter the schedule as necessary, with notification to students.*

*\* Additional readings that are not in the textbook can be found on Blackboard or on E-reserve in the library.*

*\*\*Due Dates: All due dates are by class time of date indicated; however, you can turn in your papers earlier - any time BEFORE the due date (please don't procrastinate and wait until the last day- only you know how many other course, family, and professional obligations you have). All course requirements and projects will be submitted in both electronic and paper copy.*

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

## Scoring Rubric for Focus Session

Score Points Domain	1	2	3	4
<b>Accuracy</b>	Provides little information from assigned readings, and most of it is inaccurate.	Provides only partial information with major inaccuracies.	Provides information that represents the assigned readings but with minor errors in accuracy or minor omissions.	Provides information that accurately represents the assigned readings.
<b>Engagement</b>	Does not actively engage participants.	Engages only some participants or engages most but only briefly or provides lower-level thinking activities.	Engages most participants but may use lower-level thinking activities or less time than that required.	Actively engages most participants in discussing the topic using higher-order thinking activities for the entire period.
<b>Applications &amp; Connections</b>	Does not relate assigned to recommended readings or to current events.	Relates assigned readings to few recommended readings or current events.	Relates assigned readings to each other and to recommended readings and current events but misses some connections.	Applies or relates assigned readings to each other and to recommended readings, as well as to current events.
<b>Communication</b>	Presents Powerpoint slides that are disorganized or illegible, cluttered or wordy with numerous spelling errors or typos .	Presents Powerpoint slides that are disorganized, as well as being cluttered or wordy with many minor spelling errors or typos.	Presents Powerpoint slides that are clear but may be cluttered and/or wordy, with a few minor spelling errors or typos.	Presents Powerpoint slides that are clear and easy to read and provide information in a concise manner, with no spelling errors or typos.

*All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .25 points.*

### Feedback:

### Scoring Rubric for Policy Brief - Proposal

Points by Category	1	2	3	4
<b>The Problem</b>	Does not identify a target audience and describes more than one policy issue or topic affecting ELLs and/or LMS, does not clearly place it at a level of government, does not clearly define its problematic nature and lacks supporting arguments, and does not outline its relationship to student learning outcomes.	May not identify a target audience and/or describes more than one policy issue or topic affecting ELLs and/or LMS, does not clearly place it at a level of government, defines its problematic nature but lacks supporting arguments, and only partially outlines its relationship to student learning outcomes.	Identifies a target audience and policy issue affecting ELLs and/or LMS (placing it at the federal, state, or local level) with some inaccuracies, defines its problematic nature but may lack supporting arguments or only partially discuss its relationship to student learning outcomes.	Clearly and accurately identifies a target audience and describes a policy issue affecting ELLs and/or LMS (placing it at the federal, state, or local level), accurately defines its problematic nature with supporting arguments, and outlines its relationship to student learning outcomes.
<b>Evidence</b>	Provides few citations to research studies and publications and makes broad generalizations that are not supported by the evidence provided. Posits more than one causal relationship without evidence.	Provides few citations to research studies and publications and may make broad generalizations that are not supported by the evidence provided. Posits a causal relationship without evidence.	Provides citations to research studies and publications that support arguments in favor of changing the policy, but may omit citations or over-rely on direct quotations. May posit a causal relationship without evidence.	Accurately provides citations to research studies and publications that support arguments in favor of changing the policy. Avoids positing causal relationships unless evidence is provided.

<b>Organization</b>	Provides only one context, omits information on supporting demographics or current policies and does not outline the problem before offering solutions. Organizes writing around references.	Provides only one context, may omit information on supporting demographics or current policies and/or may not outline the problem before offering solutions. Organizes writing around references.	Provides national, state, and/or local contexts, but may omit information on supporting demographics or current policies and/or may not outline the problem before offering solutions. May organize some writing around references rather than ideas.	Provides national, state, and/or local contexts, including supporting demographics and current policies and outlines the problem before offering solutions. Organizes writing cohesively around ideas rather than references.
<b>Clarity of Writing</b>	Writes with overall lack of clarity, using subjective language, repetition and redundancies, and making many major errors in word choice, grammar, syntax, spelling, punctuation, or citation format. Shows no evidence of proofreading.	Writes with overall lack of clarity, using subjective language, repetition and redundancies, making many major errors in word choice, grammar, syntax, spelling, punctuation, or citation format. Shows evidence of some proofreading.	Writes with some lack of clarity using objective language and/or repetition or redundancies, making many minor errors in word choice, grammar, syntax, spelling, punctuation, or citation format. Shows evidence of some proofreading.	Writes with clarity of meaning using objective language and making few and minor errors in word choice, grammar, syntax, spelling, punctuation, or citation format. Shows evidence of thorough proofreading and attention to detail.

**Feedback:**



## Scoring Rubric for **Book Review**

Score Points Domain	1	2	3	4
<b>Description</b>	Provides only a brief or cursory overview of the book.	Provides an overview of the book's goals, target audience, sections, and chapter content with major omissions and a lack of clarity.	Provides an overview of the book's goals, target audience, sections, and chapter content with some omissions or lack of clarity.	Provides a clear and thorough overview of the book's goals, target audience, sections, and chapter content.
<b>Critical Analysis</b>	Does not conduct an analysis.	Conducts an incomplete AND inaccurate analysis.	Omits key limitations, describes rather than analyzes, or does not support analysis with examples.	Conducts a thorough, accurate analysis and justifies and supports points made.
<b>Cross-Reference</b>	Compares content to some readings with major omissions and inaccuracies.	Compares content to related required and recommended readings but with major omissions or inaccuracies.	Compares content to related required and recommended readings but with minor omissions or inaccuracies.	Accurately and effectively compares content to related required and recommended readings.
<b>Writing</b>	Writes with ineffective organization and numerous major errors in word choice, grammar, syntax, or mechanics or uses no citations.	Writes with ineffective organization or consistent and major (basic) errors in word choice, grammar, syntax, or mechanics. Uses few citations or uses them ineffectively.	Writes with effective organization but with many errors in word choice, grammar, syntax, or mechanics. May use citations less than effectively to support arguments.	Writes with effective organization and few errors in word choice, grammar or syntax, or mechanics. Uses citations to assigned and recommended readings to support arguments.

*Feedback:*

## Scoring Rubric for Policy Brief – Presentation

Score Points Domain	1	2	3	4
<b>Context</b>	Describes the context of the problem, current policies, and target audience with omission of information, lack of clarity, and inaccuracies.	Describes the context of the problem, current policies, and target audience with some lack of clarity and inaccuracies.	Describes the context of the problem, current policies, and target audience with some omissions and inaccuracies.	Clearly and effectively describes the context of the problem, current policies, and the target audience.
<b>Evidence</b>	Provides few citations to research studies and publications and makes broad generalizations that are not supported by the evidence provided.	Provides few citations to research studies and publications and may make broad generalizations that are not supported by the evidence provided.	Provides some citations to research studies and publications that support arguments in favor of changing the policy, but may omit citations or over-rely on direct quotations.	Accurately provides citations to research studies and publications that support arguments in favor of changing the policy.
<b>Recommendations</b>	Presents few recommendations.	Presents few recommendations based on research and legal precedent.	Presents some recommendations but these may lack research or legal precedent.	Presents effective recommendations based on research and legal precedent.
<b>Communication</b>	Presents Powerpoint slides that are disorganized, cluttered and wordy with numerous spelling errors or typos or illegible font size.	Presents Powerpoint slides that are disorganized, cluttered or wordy with many minor spelling errors or typos.	Presents Powerpoint slides that are clear but may be cluttered and/or wordy, with a few minor spelling errors or typos.	Presents Powerpoint slides that are clearly legible and provide information in a concise manner, with no spelling errors or typos.

*Feedback:*

## Scoring Rubric for Policy Brief – Final Paper

Score Points	1	2	3	4
<b>Domain</b>				
<b>Accuracy</b>	Provides little or mostly inaccurate information.	Provides information with many minor or few major inaccuracies.	Provides information that addresses the policy issue with minor errors in accuracy.	Provides information that consistently addresses the policy issue accurately.
<b>Recommendations</b>	Makes no or unsupported recommendations.	Addresses the problem identified with lack of focus and makes recommendations but most are not based on research or analysis of history or legal background.	Addresses the problem identified with some digressions or makes the minimum number of recommendations, but some may not be based on research or analysis of history or legal background.	Clearly addresses the problem identified and makes more than the minimum number of research-based recommendations based on analysis of history and legal background.
<b>Information Sources</b>	Uses information sources that are not required or recommended.	Uses few information sources lacking in variety, and some of these do not support points made.	Uses information sources but may not use a variety, uses the minimum number, or may use one or more sources that do not support points made.	Effectively uses a variety of information sources to support points made and goes beyond the minimum number.
<b>Writing</b>	Writes with ineffective organization and numerous major errors in word choice, grammar, syntax, or mechanics or uses no citations.	Writes with ineffective organization or consistent and major (basic) errors in word choice, grammar, syntax, or mechanics. Uses few citations or uses them ineffectively.	Writes with effective organization but with many errors in word choice, grammar, syntax, or mechanics. May use citations less than effectively to support arguments.	Writes with effective organization and few errors in word choice, grammar or syntax, or mechanics. Effectively uses citations to assigned and recommended readings to support arguments.

*Feedback:*