

**George Mason University
College of Education and Human Development
Education Leadership Program**

EDLE 812 002 82569 Education Law and Society
3 Credits, Fall 2019

Course Term – August 26, 2019, through December 7, 2019

Mondays, 4:30 - 7:10 Fairfax Campus – Thompson Hall – Room 1010

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides an understanding of the legal foundations of U.S. public schools and higher education through examination of general principles of statutory and case law and application of judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials and requires students conduct research regarding legal issues and apply legal analysis and reasoning to a variety of situations.

Course Overview

This course will facilitate students' capacities to become better consumers of research on education law, learn how to apply that research to school operations, and how to conduct legal research. All of the EDLE program goals are active, to a greater or lesser extent, in this course.

Course Delivery Method

A variety of instructional methods are used in this course including: lectures, discussions, case studies, presentations, cooperative learning activities, Internet assignments, guest practitioner presentations (if possible), role-play, and written and verbal assignments.

Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of Blackboard and web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in education law. To promote an atmosphere that allows us to accomplish this end, we will:
 - a. start and end on time;
 - b. maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. agree to disagree respectfully during class discussions;
 - d. strive to be open to new ideas and perspectives; and
 - e. listen actively to one another.

2. Student work will reflect what is expected from leaders. As such, students are expected to:
 - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will work to maintain a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. come fully prepared for each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about the class process openly;
 - d. engage in a genuine inquiry;
 - e. recognize and celebrate each other's ideas and accomplishments; and
 - f. show an awareness of each other's needs.

Learner Outcomes

The Education Leadership Program is devoted to improving the quality of PK - 12 education through teaching, research, and service. Students and practicing administrators engage in coursework devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools. All of these program goals are active, to a greater or lesser degree, in this course. Successful students will emerge from the course able to:

1. Engage in reflective practice about education law
2. Strengthen and improve their communication skills through class discussion and paper writing
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to research education law.

Professional Standards

This course treats scholarship that addresses, in part, each of the following Educational Leadership Constituent Council (ELCC) standards' elements. Upon completion of this course, students will have met the following specific professional standards' elements: 3.2, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3.

1. 3.2. Manage Operations.
2. 5.1. Acts with Integrity.
3. 5.2. Acts Fairly.
4. 5.3. Acts Ethically.
5. 6.1. Understand the Larger Context.
6. 6.2. Respond to the Larger Context.
7. 6.3. Influence the Larger Context.

Required Texts

Alexander, K., & Alexander, M.D. (2019). *American Public School Law (9th ed.)*. West Academic Publishing

Recommended Text

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th edition)*. Washington, D.C. Author.

Texts are available in the GMU Bookstore in the Johnson Center. Additional materials and hand-outs will be posted on Blackboard and/or distributed in class.

Suggested Resources

Virginia Code: <http://legis.state.va.us/Laws/CodeofVa.htm>

United States Code: <http://uscode.house.gov/search/criteria.shtml>

US Dept. of Education: <http://www.ed.gov/index.jhtml>

George Mason University Library/LexisNexis Academic: <http://library.gmu.edu/>

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

Students are required to use Blackboard as part of this course. Vital information for the course will be posted on the Blackboard site. Students are required to submit their course assignments electronically using the Blackboard website. Student work will be archived on this site for purposes of course, program, and college assessment. **All students are required to activate and monitor their GMU e-mail accounts. Correspondence by e-mail will only be acknowledged and transmitted through your Mason e-mail account.**

Cancellation Policy

If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, students are expected to log-on to the computer to participate in an electronic discussion/activity as directed, which will replace the missed class.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, TK20. Hard copy).

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations

Consistent with expectations of a doctoral level course in the Education Leadership program, grading is based heavily on student performance and on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation 10 points

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in a loss of points.

Written assignments 90 points

Several different types of performance-based assignments will be completed during the semester. The directions for each assignment and a rubric for grading each assignment are described at the end of this syllabus. The assignments and the points assigned are:

1. Three Abstracts of Studies of the Legal Treatment of One Education Issue (20 points) Directions & Due Date: Appendix A
2. A Description and Analysis of the Legal Issues Involved in a Current Education Issue (30 points) Directions & Due Dates: Appendix B
3. An Analysis and Evaluation of the Legal Treatment of an Education Issue (40 points) Directions & Due Date: Appendix C

Course Performance Evaluation Weighting:

| | | | | | | | | |
|-----|---|-----------------|----|---|-----------------|---|---|---------------------|
| A+ | = | 100 percent | B+ | = | 89 - 86 percent | C | = | 79 - 75 percent |
| A | = | 99 - 95 percent | B | = | 85 - 83 percent | F | = | 74 percent or below |
| A - | = | 94 - 90 percent | B- | = | 82 - 80 percent | | | |

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergencies that have been discussed and approved by the instructor in advance of the due date. Papers are due as indicated on the class schedule that follows. ALL ASSIGNMENTS must be submitted **electronically, either through Blackboard or TK20**. If you happen to be absent on the day an assignment is due, the due date remains unchanged.

Tk20 Performance-Based Assessment Submission Requirement:

Every candidate registered for any Education Leadership course with a required performance-based assessment (designated as such in the syllabus) is **required to submit these assessments to TK20 through Blackboard**. In EDLE 812, the required performance is **An Analysis and Evaluation of the Legal Treatment of an Education Issue**. This performance **must** be submitted to TK20 through Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor.) Evaluation of the performance-based assessments by the course instructor will also be completed in TK20 through Blackboard.

Failure to submit the assessment to TK20 through Blackboard will result in the course

instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

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

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. *Please check for announcements on the course website for any update to the schedule if you miss a class. You are expected, however, to keep pace with the calendar of assigned readings.*

| Session # | Date | Topics | Reading/Writing Assignment |
|-----------|------|--|--|
| 1 | 8/26 | <ul style="list-style-type: none"> • Introductions • Inventory of Needs and Apprehensions • Overview of course • Issues in Public School Law | |
| 2 | 9/9 | <ul style="list-style-type: none"> • The Legal System • Ethical Leadership • The Law and Public Schools | Alexander, K., & Alexander, M.D. (2019). <i>American Public School Law (9th ed.)</i> . West Academic Publishing (A & A). Chapter 1 -2 |
| 3 | 9/16 | <ul style="list-style-type: none"> • Discussion of the rubric for issue analysis of Paper #1 • Governance of Public Schools | A & A, Chapters 3 - 4 |
| 4 | 9/23 | <ul style="list-style-type: none"> • Church, state and the public schools • Student attendance | A & A, Chapters 5 - 6 |
| 5 | 9/30 | <ul style="list-style-type: none"> • Student rights: speech, expression, and privacy | A & A, Chapter 8 |
| | | <ul style="list-style-type: none"> • Student rights: common law, due process, and statutory protections • Peer review of Paper #1 | A & A Chapter 9 and 10 Draft of Paper #1 |
| -- | 10/6 | Paper #1 Due: Three Abstracts of Studies of the Legal Treatment of One Education Issue | |

Class Schedule (continued)

| Session # | Date | Topics | Reading/Writing Assignment |
|--------------|-------|---|--|
| 6 | 10/7 | <ul style="list-style-type: none"> • Special education • Examining the variables of a FAPE • Discussion of requirements for issue analysis of Paper #2 • Presentation by local special education director | A & A, Chapter 11 |
| 7 Online | 10/14 | <ul style="list-style-type: none"> • Formative evaluation of class • Tort liability • Defamation and student records • School district liability | A & A, Chapters 12-13-14 |
| 8 | 10/21 | <ul style="list-style-type: none"> • Certification, contracts, and tenure • Employment discrimination • Peer review of Paper #2 | A & A, Chapters 15 and 18 Draft of Paper #2 |
| 9 | 10/28 | <ul style="list-style-type: none"> • Teachers' rights and freedoms • Due process rights of teachers • Requirements for Paper #3 | A & A, Chapters 16 and 17 |
| -- | 11/3 | Paper #2 Due: A Description and Analysis of the Legal Issues Involved in a Current Education Issue | |
| 9 | 11/4 | <ul style="list-style-type: none"> • School desegregation • Group investigation re: desegregation | A & A, Chapter 20 |
| 10 Online | 11/11 | <ul style="list-style-type: none"> • School finance • Budget decision simulation | A & A, Chapter 21 |
| 11 | 11/18 | <ul style="list-style-type: none"> • Instructional program | A & A, Chapter 7 |
| 12 | 11/25 | <ul style="list-style-type: none"> • Writing Week | |
| 13 | 12/2 | <ul style="list-style-type: none"> • Course evaluation • Presentation of Paper #3 | A & A, Chapter 21 |
| -- | 12/7 | Paper #3 Due: An Analysis and Evaluation of the Legal Treatment of an Education Issue | |

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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/>).
- 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 <https://ds.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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/> .

GMU Add/Drop Policy

The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism

Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

Copyright

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

Academic Integrity & Inclusivity

This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

Diversity, Religious Holiday

Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy

George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

APPENDIX A

Writing Assignment #1.

Three Abstracts of Studies of the Legal Treatment of One Education Issue

DUE DATE:

ASSIGNMENT VALUE: 20 Points

I. Overview of Assignment

Scholarly research is an important skill for doctoral students. They are expected to utilize current research to determine the nature, purpose, and objectives of legal rules and principles. With this in mind, a primary objective of EDLE 812 is to have students deepen their understanding of the use of legal research to develop their legal literacy. Therefore, the purpose of this assignment is to introduce students to legal research in general and provide an opportunity to generate research ideas about a particular legal issue that impacts public education. Students will research a specific issue and then write three abstracts which will be referenced and used in Assignment #2.

II. Guidelines

An abstract provides a summary of the cited work. Review a number of studies in high quality journals before deciding on the three articles that you wish to abstract. Select the articles using criteria of degree of relationship to the issue of interest, journal quality (peer reviewed), quality of the article, and utility of the article to you.

The paper includes an introduction that describes your rationale for selecting the issue. It must also include the inclusionary or exclusionary criteria used to select the studies or literature reviews. Each abstract must include:

- a reference for the study provided in APA style
- the body of an abstract that includes at least:
 - the purpose statement,
 - the methods section,
 - the results or findings, and
 - the discussion section and implications.

This paper is not to exceed three typewritten, double-spaced pages.

Rubric for Writing Assignment #1.
Three Abstracts of Studies of the Legal Treatment of One Education Issue

| Dimension | Criteria Levels | | | |
|---|---|---|--|---|
| | Exceeds Expectations 4 | Meets Expectations 3 | Approaching Expectations 2 | Falls Below Expectations 1 |
| Introduction (10%) Orients the reader to the issue addressed, the rationale for the selection of the issue, and the rationale for the selection of the three studies. | Introduction briefly but clearly describes the issue addressed, the rationale for the selection of the issue, and the rationale guiding the selection of studies. | Introduction is unclear about the issue addressed, the rationale for the selection of the issue, or the rationale guiding the selection of studies. | Introduction is does not adequately describe the issue, the rationale for selection of the issue, or the rationale for selection of the studies. | Introduction is either missing or insufficient. |
| Reference form (10%) Each abstract begins with APA style reference. | Each abstract includes a reference in correct APA style. | One of the abstracts does not include a reference in correct APA style. | Two of the abstracts do not include a reference in correct APA style. | The references for the abstracts are missing or incorrect. |
| Study Selection Focus (10%) Each of the three studies relates clearly to the issue described. | Each of the three studies relates clearly to the issue described in the introduction. | Two of the three studies relate clearly to the issue described in the introduction. | One of the three studies relate clearly to the issue described in the introduction. | None of the three studies relates clearly to the issue described in the introduction, and or one or more studies are missing. |
| Study Selection Quality (20%) The studies selected are of good quality from peer-reviewed sources. | Each of the three studies was published in a peer-reviewed journal. | Two of the three studies was published in a peer-reviewed journal. | One of the three studies was published in a peer-reviewed journal. | None of the three studies was published in a peer-reviewed journal. |
| Abstract Content- Form (10%) Each of the abstracts includes the elements required in an abstract | Each abstract includes a statement of the problem, the research methodology, the results or findings, and the main conclusions and implications. | One of the abstracts is missing one or more of the required elements. | More than one of the abstracts is missing one or more of the required elements. | The required elements are absent. |
| Abstract Content – Quality (40%) | Each of the abstracts provides a succinct description of the problem, research methodology, results, conclusions, and recommendations. | One of the abstracts is incomplete, wordy or unclear | More than one of the abstracts is incomplete, wordy or unclear. | One or more abstracts are missing. |

APPENDIX B

Writing Assignment #2.

A Description and Analysis of the Legal Issues Involved in a Current Education

Issue

DUE DATE:

ASSIGNMENT VALUE: 30 Points

I. Overview of Assignment

The ability to summarize and synthesize prior research about a certain topic not only demonstrates a clear understanding of the available information for a topic, but it also extends the learning process. This assignment requires students to expand upon the reading initiated to research a particular legal issue that impacts public education. Students will identify additional sources for analysis, evaluate the arguments, and write a paper that synthesizes the literature about the issue.

II. Guidelines

This paper requires the presentation of the themes and subtopics of the research issue. The narrative is not a sequential rendering of each of the works you consulted, but rather a synthesis of the individual concepts that bind the initial interest in the selected topic. Using the description presented below and the accompanying rubric, synthesize your sources to develop a narrative that describes the elements involved in the issue you have selected. Unlike the abstracts, the organizing principle of this paper is the flow of the arguments, not a sequential rendering of each of the studies you consulted.

The introduction briefly describes the purpose of the paper, the nature, and importance of the issue and foreshadows your analysis and evaluation. The introduction is followed by:

- the history of the development of case studies regarding the issue,
- an analysis of the current issue which describes the elements of the issues and the attendant arguments,
- an evaluation of the strengths and weaknesses of the arguments, and
- a conclusion involving a brief summary and a reflection on additional issues that should be addressed to resolve the issue.

The paper should not exceed eight (+/-) typewritten, double-spaced pages.

Rubric for Writing Assignment #2. A Description and Analysis of the Legal Issues Involved in a Current Education Issue

| Dimension | Criteria Levels | | | |
|---|---|---|---|--|
| | Exceeds Expectations 4 | Meets Expectations 3 | Approaching Expectations 2 | Falls Below Expectations 1 |
| Introduction (10%) Orients the reader to the purpose of the paper, introduces the issue analyzes and outlines its importance. | The introduction briefly describes the purpose of the paper, the nature and importance of the issue and where the paper is going. | The introduction briefly describes the purpose of the paper, but leaves unclear where the paper is going. | The introduction is vague and does not adequately describe the paper or where it is headed. | The introduction is either missing or insufficient. |
| Historical Context (20%) Describes the development of case law surrounding the issue. | The description of the case law is presented succinctly but fully in a way that illumines the description of the issue in the introduction and traces its development coherently. | Either the case law or the link to the description of the issue is unclear. | The case description is incomplete and unclear. | The historical context is missing. |
| Analysis of Current Issue (20%) Presents the elements of the current issue and the arguments attendant to its resolution. | The analysis captures and presents the elements of the issue and associated arguments clearly. | Either the elements of the issue or the attendant arguments are unclear. | The elements of the issue and the attendant arguments are unclear. | The analysis of the current issue is not evident. |
| Evaluation of the Arguments (20%) Evaluates the strengths and weaknesses of each of the arguments. | The strengths and weaknesses of each argument are presented clearly and objectively. | The strengths and weaknesses are presented but one or more of the arguments is presented unclearly and/or subjectively. | The discussion of strengths and weaknesses is incomplete. | The strengths and weaknesses of the arguments were largely missing or ignored... |
| Conclusion and Reflection (20%) Concludes the paper with a brief summary and a reflection on additional issues that should be addressed to resolve the issue. | The conclusion includes a succinct summary of the paper and a logical reflection on the issues that should be addressed in the future to resolve the issue(s). | One or more of the issues referenced appear to be unrelated to the resolution of the issue. | Additional issues are addressed, but appear to be unrelated to the paper. | The conclusion is largely ignored and/or wholly inadequate. |
| Organization of paper (5%) | Paper is powerfully organized and fully developed | Paper includes logical progression of ideas aided by clear transitions | Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions | Paper lacks logical progression of ideas |
| Mechanics and APA (5%) | Nearly error-free which reflects clear understanding and thorough proofreading | Occasional grammatical errors and questionable word choice | Errors in grammar and punctuation, but spelling has been proofread | Frequent errors in spelling, grammar, and punctuation |

APPENDIX C
Writing Assignment #3.

An Analysis and Evaluation of the Legal Treatment of an Education Issue
(Required Performance Based Activity)

DUE DATE:

ASSIGNMENT VALUE: 40 Points

I. Overview of Assignment

During the semester, students have been educating themselves on as much information as possible about their selected research issue. This assignment requires students to summarize the selected research issue, render a supportable opinion regarding its resolution, and identify areas of needed additional research required. The work product will present an extension of their research

Students will demonstrate their ability to synthesize legal research about the treatment of an education issue, offer possible solutions to legal problems, and meaningfully inform decision-makers grappling with complex challenges. The organization of the paper should lead the reader from a broad overview of the topic to the specifics, encouraging practitioners and policymakers to rethink or reconsider a particular issue.

II. Guidelines

The paper includes an introduction that briefly describes the purpose of the paper, the nature, and importance of the issue and foreshadows your analysis and evaluation. The introduction is followed by:

- the history of the development of case studies regarding the issue,
- an analysis of the current issue which describes the elements of the issues and the attendant arguments,
- an evaluation of the issue resulting in an opinion rendered on the basis of clearly stated values and research,
- recommendations of further research required to address the issue better, and
- a conclusion and reflection involving a summary and a reflection on how this work relates to your current and future study.

The paper should not exceed ten (+/-) typewritten, double-spaced pages.

Rubric for Writing Assignment #3. An Analysis and Evaluation of the Legal Treatment of an Education Issue

| Dimension | Criteria Levels | | | |
|---|---|---|--|---|
| | Exceeds Expectations 4 | Meets Expectations 3 | Approaching Expectations 2 | Falls Below Expectations 1 |
| Introduction (10%) Orients the reader to the purpose of the paper, introduces the issue analyzed and outlines its importance. | The introduction provides a clear description of the purpose of the paper and specifies the nature and importance of the issue. | The introduction briefly describes the purpose of the paper and generalizes the nature and importance of the issue. | The introduction is vague and does not adequately describe the purpose of the paper and alludes to the nature and importance of the issue. | The introduction is either missing or insufficient. |
| Historical Context (15%) Describes the development of case law surrounding the issue. | The description of the development of case law is both comprehensive yet concise. | The description of the development of case law is both comprehensive yet concise. Either the case law or the link to the description of the issue is unclear. | The case description is incomplete and unclear. | The historical context is missing. |
| Analysis of Current Issue (15%) Presents the elements of the current issue and the arguments attendant to its resolution. | The analysis captures and presents the elements of the issue and associated arguments clearly. | Either the elements of the issue or the attendant arguments are unclear. | The elements of the issue and the attendant arguments are unclear. | The analysis of the current issue is not evident. |
| Evaluation of the Issue (20%) Renders an opinion on the issue based on clear criteria, including the historical context and explicit values. | The opinion is argued compellingly with attention to the historical context and the associated values. | The opinion is unclear or deficient in indicating how it is effective, or the basis for making such judgments. | The evaluation and/or the opinion fail to persuade. | The evaluation and opinion were ignored or barely referenced. |
| Recommendation for Future Study (15%) Addresses remaining questions to be answered by future research. | The recommendations for future study are grounded in the analysis and evaluation of the issue and are presented clearly. | The recommendations for future study are related to the analysis and evaluation of the issue, but are presented less than clearly. | The relation of the recommendations to the analysis and evaluation appears tenuous at best. | The recommendations are missing. |
| Conclusion and Reflection (15%) Concludes the paper with a brief summary and a reflection on how the resolution of the issue relates to the current and/or future work of the author. | The conclusion includes a succinct summary of the paper and describes the lessons learned from the paper for the author's work in the future. | One or more of the lessons learned appears unrelated to the analysis, evaluation and/or resolution of the issue. | The lessons learned are addressed, but are unrelated to the paper and are not related to the author's work. | The reflection is largely ignored and/or wholly inadequate. |

| | | | | |
|-----------------------------------|--|--|--|---|
| Organization of paper (5%) | Paper is powerfully organized and fully developed | Paper includes logical progression of ideas aided by clear transitions | Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions | Paper lacks logical progression of ideas |
| Mechanics and APA (5%) | Nearly error-free which reflects clear understanding and thorough proofreading | Occasional grammatical errors and questionable word choice | Errors in grammar and punctuation, but spelling has been proofread | Frequent errors in spelling, grammar, and punctuation |

Class Participation Assessment Rubric (10 points)

| Dimension | Criteria Levels | | | |
|--|--|---|---|---|
| | Exceeds Expectations (4) | Meets Expectations (3) | Approaches Expectations (2) | Falls Below Expectations (1) |
| Attendance (30%) | Exemplary attendance, no tardies | Near perfect attendance, few tardies | Occasional (1-3) absences or tardies | Frequent (>3) absences or tardies |
| Quality of Questions and Interaction (20%) | Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning. | Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base. | Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas. | Rarely asks questions of any quality. |
| Effort (20%) | Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others. | Willingly participates with instructor and classmates. Engages others. | Reluctantly participates when asked (rarely volunteers) Seeks easiest duties within groups. | Actively avoids involvement. Complains about others and uses excuses to explain deficiencies. |
| Demonstration of preparation for class (30%) | Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class. | Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion. | Demonstrates preparation and readiness periodically. | Is unable to demonstrate readiness for class |