



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2024

EDSE 624 003: Applied Behavior Analysis: Applications

CRN: 43267, 3 – Credits

Instructor: Dr. Barbara Kaminski	Meeting Dates: 5/13/24 – 8/3/24
Phone: 703-987-0132 (personal mobile, please leave voicemail)	Instructional Method: Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: bkamins2@gmu.edu	Meeting Day & Time: Tuesday; 6:30 pm – 8:30 pm
Office Hours: Tuesday 5:30-6:30 (virtual) and as arranged on as-needed basis	Meeting Location: N/A; Online

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

EDSE 619 with a grade of B- or XS.

Co-requisite(s):

None

Course Description

Develops capability to deal with more complex behavioral situations, enabling ability to relate to more sophisticated professional issues and environments.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the

Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Check your progress in the program at any time by running a Degree Evaluation in Patriotweb. Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>. Keep in mind that your program GPA will need to be 3.0 or higher for graduation.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous and/or asynchronous instruction via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on or before 05/10/2024.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- [Adobe Acrobat Reader: https://get.adobe.com/reader/](https://get.adobe.com/reader/)
- [Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- [Apple Quick Time Player: www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [2] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with

classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Read and interpret articles and books from the behavior analytic literature.
2. Conduct behavior analytic training through public speaking.
3. Describe application of behavior analytic assessment, instruction, and intervention methodologies with diverse populations.
4. Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
5. Describe application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, instructional, and social problems.
6. Describe ethical aspects of applying behavior analysis with diverse populations, across diverse settings, and across diverse problem types.
7. Research the literature in a specific area of applied behavior analysis.
8. Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.

Professional Standards

This course is part of the George Mason University, School of Education, Special Education Program for Applied Behavior Analysis Graduate Certificate. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Texts

- Daniels, A. C., Bailey, J. S. (2014). *Performance Management: Changing Behavior that Drives Organizational Effectiveness* (5th ed.). Performance Management Publications.
- Roane, H. S., Ringdahl, J., & Falcomata, T. (2015). *Clinical and Organizational Applications of Applied Behavior Analysis (Practical Resources for the Mental Health Professional)* (1st ed.). Academic Press.
- Skinner, B. F. (2003). *The Technology of Teaching* (Reprint). Copley Publishing Group.

Recommended Texts

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

Slocum, T.A., Detrich, R., Wilczynski, S.M., Spencer, T.D., Lewis, T., & Wolfe, K. (2014). The Evidence-based practice of behavior analysis. *Behav Analyst, 37*: 41-56.

Spencer, T.D., Detrich, R., and Slocum, T.A. (2012). Evidence-based practice: A framework for making effective decisions. *Educ Treat Child, 35*(2): 127-151.

Additional supplemental materials may be posted on Blackboard as the semester progresses. Students will be responsible for all materials posted to Blackboard.

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

No required upload.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required): NONE

Applied Behavior Analysis Review Paper. For this assignment, you are tasked with composing a professional paper focusing on a specific topic within the field of ABA. The aim is to broaden your scope and establish connections to areas that personally interest you or relate to your professional experiences. Details related to each Milestone and the final paper will be provided through Blackboard (see also brief Milestones description below and the Rubrics included in the Appendix).

This is an individually prepared assignment – collaboration between students is not acceptable in this section. All papers should also be unique to this course (not previously submitted). All papers will be analyzed (via online tools) for originality.

Milestone	Purpose	Assignment & Point Value	Cumulative Points
1	Explore topic area within ABA. Identify topic area	Identify ABA Topic Area 5 points	5 points
2	Select at least 6 peer-reviewed BEHAVIOR ANALYTIC articles that are descriptive or empirical in nature	Reference List 10 points	15 points
3	Review and interpret the literature to critically analyze the impact and implementation	Annotated Bibliography 25 points	40 points
4	Outline based on three themes: What is known, Barriers, Solutions to those barriers	ABA Outline 15 points	55 points

5	Summarize and synthesize the ideas, themes, and/or controversies related to the ABA topic area	ABA Review Paper 30 points	85 points
6	Present and reflect on your ABA Topic paper	Presentation 15 points Reflection 10 points	110 points

Special Topic Group Presentation. During special topic weeks, assigned groups will lead a portion of the synchronous class. Each special topic presentation (based on Chapters from Roane et al., 2015) should include, at a minimum, an introduction to the topic (what it is, how ABA can be applied in the field, etc.), discussion about the possibilities and pitfalls/barriers/concerns, and an application activity appropriate for the synchronous online format (for example, present a scenario related to the topic and facilitate generation of potential interventions). Presentation materials should be uploaded to Blackboard as soon as possible after class – all presentation materials will be made available to classmates via Blackboard and will be used by the instructor for grading. The sign-up for weeks and instructions/grading rubric will be provided during class.

Interteaching Assignments. You will be assigned to an Interteaching Discussion Group. Your group will meet for a portion of each synchronous class but will also be responsible for meeting at other times during the week to complete assignments. With the exception of Week 1, all other Interteaching Assignments consist of Interteaching Discussion Questions, Prep Work and Completion of a Weekly Activity related to the Focus Topic, and Evaluation of Group Dynamics.

Focus Topic: Performance Management. This focus will be an application of the material presented in the textbook “Performance Management” as it relates to a selected scenario (from provided scenarios). It will include an analysis of the performance problem (including a PIC/NIC analysis, etc), proposing an intervention, and describing how it would be implemented.

Focus Topic: Technology of Teaching. As this course is a part of the Special Education curriculum, it is essential to demonstrate application of ABA to effective education. Although use of a Skinner “teaching machine” is not feasible, the idea of using technology to increase the efficiency and effectiveness of teaching a new skill is not. Your groups will develop a design for teaching a new skill using a form of technology, using principles rooted in behavior analysis.

Focus Topic: Clinical/Educational Application. Your group will design preference assessments, interpret and summarize the data, and design an instructional procedure using behavioral skills training.

**College Wide Common Assessment
(VIA submission required): NONE**

Other Assignments

Extra Credit. Periodically throughout the semester, the instructor may randomly provide opportunities for extra credit.

Assignment Summary

Attendance (see Course Policies below)		60 points
Applied Behavior Analysis Review Paper		110 points
Special Topic Group Presentation		30 points
Interteaching: Week 1 Organizational Meeting		10 points
Interteaching: Performance Management Focus		95 points
Interteaching: Technology of Teaching Focus		70 points
Interteaching: Clinical/Educational Application Focus		125 points
	Total Points:	500 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

You are expected to arrive on time for all class sessions, attend all class sessions, remain in class for the duration of each session, and to participate actively throughout the session.

- Each student in attendance for the entirety of the virtual meeting will receive 5 points for attendance. Late arrival or leaving early will earn 2 points for the meeting.
- One excused absence will be allowed per semester. This excused absence will not result in loss of attendance points. To be considered excused, you must contact the instructor as soon as possible and you must have a valid excuse.
- Perfect Attendance will be awarded 5 extra credit points at the end of the semester.
- Other than the one excused attendance, additional missed attendance points may not be made up.
- Course materials will be available on Blackboard for those who either missed class or need additional time with the materials. You may also contact a classmate regarding notes and other activities that took place in your absence.

Assignment Instructions

Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:

- Assignments are due by 11:59pm on the indicated due date.
- All final drafts of assignments must be submitted through Blackboard.
- Assignments must be completed within the template provided by the instructor. Failure to do so will result in delays in grading.
- Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Detailed information about each assignment is posted on Blackboard. Failure to review all documents available often results in low performance.

Late Work

Work is considered on time if it is submitted by 11:59 p.m. (ET) on the date that it is due. **Late work will only be accepted when prior arrangement has been made with the instructor.**

Other Requirements

Electronics

During out synchronous meetings, cell phones must be turned off and/or set on vibrate. Computers are allowed for note taking and course-related work ONLY. Your camera should be on during synchronous meetings.

Artificial Intelligence (ChatGPT, Bing, etc)

Student responses are expected to be original work and to not reflect work provided by AI tools, except as indicated. Students are cautioned that use of an emerging, non-verified technology is at best a risk (may return answers that are inaccurate) and at worse will lead to incomplete training which may impact both your ability to successfully complete certification requirements and potentially negatively impact your future consumers.

Grading

(traditional rounding principles apply)

93-100% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

70-79% = C

< 69% = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

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

PM = Daniels & Bailey (2014) Performance Management

Roane = Roane et al. (2014). Applications

TOT = Skinner. Technology of Teaching

Week	In Class Topic	Readings	Interteaching Topic Due Date	Other Assignments
1 5/13/24 – 5/19/24	<u>Class Meets: 5/14</u> Syllabus; Introduction To Application	Syllabus	Intro Upload due 5/19	-Attendance
2 5/20/24– 5/26/24	<u>Class Meets: 5/21</u> PM-PIC/NIC	PM ch 1-7	PM Module 1 Upload due 5/26	-Attendance -5/26: Paper Milestone 1
3 5/27/24- 6/2/24	<u>Class Meets: 5/28</u> PM- Feedback	PM ch 8-14	PM Module 2 Upload due 6/2	-Attendance -6/2: Paper Milestone 2
4 6/3/24 - 6/9/24	<u>Class Meets: 6/4</u> PM–Group Contingency	PM ch 25-22	PM Module 3 Upload due 6/9	-Attendance
5 6/10/24 - 6/16/24	<u>Class Meets: 6/11</u> ABA in education	TOT ch 1-5	TOT Module 1 Upload due 6/16/24	-Attendance - 6/16: Paper Milestone 3
6 6/17/24 – 6/23/24	<u>Class Meets: 6/18</u> PM presentations (PM Module 4)	TOT ch 5-10	TOT Module 2 Upload due 6/23	-Attendance

7 6/24/24 - 6/30/24	<u>Class Meets: 6/25</u> Preference Assessment	Roane ch 1, 2	Roane, Clinical Module 1 Upload due 6/30	-Attendance -6/30: Paper Milestone 4
8 7/1/24 – 7/7/24	<u>Class Meets: 7/2</u> Chp presentation	Roane ch 3	Roane, Clinical Module 2 Upload due 7/7	-Attendance -Presentations
9 7/8/24 – 7/14/24	<u>Class Meets: 7/9</u> Chp presentation	Roane ch 6	Roane, Clinical Module 3 Upload due 7/14	-Attendance -Presentations
10 7/15/24 – 7/21/24	<u>Class Meets: 7/16</u> All About BST	Roane ch 13, 14	Roane, Clinical Module 4 Upload due 7/21	-Attendance -7/21: Paper Milestone 5
11 7/22/24 - 7/28/24	<u>Class Meets: 7/23</u> Evidence-Based Practice	Spencer et al Slocum et al	Evidence-Based Practice Upload due 8/2	-Attendance
12 7/29/24- 8/3/24	<u>Class Meets: 7/30</u> Paper Presentations	No new reading	None	-Attendance -7/30: Paper Milestone 6 - presentations

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Applied Behavior Analysis Review Paper Rubrics

Milestone	Purpose	Assignment & Point Value	Cumulative Point Value
1	Explore topic areas within ABA. Identify topic area	Identify ABA Topic area 5 points	5 points
2	Select at least 6 peer-reviewed articles that can be descriptive/conceptual or empirical in nature	Reference list 10 points	15 points
3	Review and interpret the literature to critically analyze the impact and implementation as a student.	Annotated Bibliography 25 points	40 points
4	Outline based on three themes: What is known, Barriers, Solutions to those barriers	ABA outline 15 points	55 points
5	Summarize and synthesize the ideas or themes and/or controversies related to the ABA topic area.	ABA Review paper 30 points	85 points
6	Present and reflect on your ABA Topic paper	Presentation 15 points Reflection 10 points	110 points

Module 2 Reference List for ABA Topic Paper

Points	0-1	2-3	4
Articles Selection (4 points)	None or few articles support topic of interest from peer-reviewed sources	Most articles support topic of interest from peer-reviewed sources	All articles support topic of interest from peer-reviewed sources
Quantity of articles (4 points)	0-1 peer-reviewed behavior analytic articles	2-5 peer-reviewed behavior analytic articles	6 peer-reviewed behavior analytic articles
APA format (2 points)	3+ errors in APA reference list (0 points)	0-2 errors in reference list (2 points)	N/A
			_____ / 10 Points

Module 3 Annotated Bibliography

Points	0-2	3-6	7-10
Descriptive	Unclear descriptive statements on the main points	Somewhat clear descriptive statements on the main points	Clear descriptive statements on the main points
Summative	Unclear summary of the procedures, and significance of the results	Somewhat clear summary of the procedures, and significance of the results	Clear summary of the procedures, and significance of the results
Evaluative	Unclear or incorrect evaluative statements include your perspective about the quality of the procedures, significance of findings to your topic, and how the resource supports your topic area	Somewhat clear and correct evaluative statements include your perspective about the quality of the procedures, significance of findings to your topic, and how the resource supports your topic area	Clear correct evaluative statements include your perspective about the quality of the procedures, significance of findings to your topic, and how the resource supports your topic area
Reference list (2 points)	APA citation errors	No errors in APA citation	N/A
			_____ / 25 Points

Module 4 ABA Topic Paper Outline

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Sections	0-1	2-3	4-5
What is known?	Section missing or unclear	Section includes some or loosely described areas of importance to the ABA topic	Section includes specific areas of importance to the ABA topic
What is not known?	Section missing or unclear	Section includes vague barriers and/or gaps to the ABA topic	Section includes specific barriers and/or gaps to the ABA topic
Solutions	Section missing or unclear	Section missing some solutions for barriers and/or gaps listed	Section includes specific solutions for each barrier and/or gaps list
			Total: /15

Milestone 7: Final Paper

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	0-1	2-3	4-5
Literature Review/: What is known?	missing or unclear	Includes some or loosely described areas of importance to the ABA topic	Includes specific areas of importance to the ABA topic
Literature Review: What is not known?	missing or unclear	Includes vague barriers and/or gaps to the ABA topic	Includes specific barriers and/or gaps to the ABA topic
Solutions	missing or unclear	Missing some solutions for barriers and/or gaps listed	Includes specific solutions for each barrier and/or gaps list
Synthesis	missing or unclear	Includes some or loose synthesis of the available information related to the ABA topic	Section includes complete synthesis of the available information related to the ABA topic

Reference List (3 points)	APA citation errors	No errors in APA citation	
Preparation	10+ errors in technical production (spelling, etc)	5-9 errors in technical production (spelling, etc)	0-4 errors in technical production (spelling, etc)
APA format (2 points)	3+ errors in APA style (0 points)	0-2 errors in reference list (2 points)	
			Total: /30

Module 6: Final Presentation and Reflection

Points	0-1	2-3	4-5
Preparation (15 points)	Content is missing main objectives, missing objectives Missing self-assessment of speaking checklist	Content includes most of the main objectives, states objectives Completed self-assessment of speaking checklist	Content includes main objectives, states 2-3 objectives, Completed self-assessment of speaking checklist
Presentation (5 points)	Missing elements of voice quality and delivery, accessible, prepared, limited emotional indicators	Some errors in voice quality and delivery, accessible, prepared, limited emotional indicators	Clear voice quality and delivery, accessible, prepared, limited emotional indicators
Student activity (5 points)	Several errors in the clarify or design of task and/or activity, includes rubric and supports chapter objectives	Some errors in the clarify or design of task and/or activity, includes rubric and supports chapter objectives	Zero errors in the clarify or design of task and/or activity, includes rubric and supports chapter objectives
			_____ / 25 Points