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**Campbellsville University**

**School of Education**

**Special Education**

**SED 715 Seminar: Principles of Conflict Resolution**

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***Empowerment for Learning***



**Course Description:** *The focus of this course is on the identification and analysis of the causes and consequences of conflicts in the delivery of services for students with disabilities. Strategies and processes for effectively negotiating positive resolutions will be identified and discussed. The course will cover the sources of conflicts, strategies for conflict avoidance, approaches for conflict resolution, and traditional and alternative dispute resolution models.*

**Text**

Maxwell, J.C. (2007). *The 21 irrefutable laws of leadership.* Nashville, TN: Thomas Nelson, Inc.

Maxwell, J. C. (2007). *The 21 irrefutable laws of leadership: Workbook.* Nashville, TN: Thomas

Nelson, Inc.

**Course Credits:** 3 credit hours

**Objectives and Topics:**

**Objectives:**

* 1. analyze the role of effective leadership
  2. ethical/unethical behaviors
  3. understanding conflict
  4. examine different models of conflict resolutions
  5. develop skills for conflict resolution
  6. the perception of authority in conflict

**Topics:**

* the leader/follower relationship
* distributive bargaining
* ethics
* social structures of negotiation
* negotiation planning and strategies
* negotiation breakdowns
* communication
* persuasion
* individual differences
* the power of negotiation
* third party interventions (i.e., mediation, due process hearings)

**PROFESSIONAL STANDARDS addressed in this course:**

**CU Diversity Proficiencies (from KTPS/InTASC)**

1B The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her earning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **ILA** | **KTS Diversity Indicators** | **InTASC** | **TSSA** | **Professional Standards for Educational Leaders** | **Council**  **for**  **Exceptional**  **Children**  **(Advanced)** | **CAEP**  **Advanced**  **Standards** |
| Reading & Workbook  Assignments  Total 170 pts  Obj: 1-6 | 1,2,3 | 4.2, 5.4 | 1,2,6,7 | I | 1-9 | I-VII | A.1.1,  A.1.2 |
| 5-Step Project  Total 100 pts  Obj: 1-6 | 1,2,3 | 4.2, 5.4 | 1,2,6,7 | I | 1-9 | I-VII | A.1.1, A.1.2 |
| PowerPoint  Presentation  Total 100 pts  Obj: 1-6 | 3,4 | 6.3, 8.1 | 4, 5,7,9,10 | 1-6 | 1-9 | I-VII | A.1.1, A.1.2 |
| Scholarly Readings  4@ 25 pts each -  Total 100 pts  Obj: 1-6 | 1, 2, 5, 6, 7, 9 | 1.2, 3.3, 5.4 | 1, 7, 9 | 3, 4 | 2 | 1, 3, 4, 5, 6 | A.1.1, A.1.2 |
| Research  Total 100 pts.  Obj: 1-6 | 3,4 | 4.2, 8.1 | 3,6,7 | III, V | 2,7,8 | II | A.1.1, A.1.2 |

**COURSE REQUIREMENTS AND ASSESSMENT**

**Final grade calculated based on the following percentages:**

100 Participation (weekly submission of assignments)

170 Reading Assignments – 7 @ 10/each - 70

Workbook Assignments 5@ 20/each - 100

100 Project – 5 Step Plan

100 PPT presentation (topic assigned by instructor)

100 Scholarly Journal Readings – 4@25 each

100 Research Assignment (assigned by instructor)

**670 Total points**

**Grading Scale:**

100-90…...A 670-603…….A

89-80….…B 602-536…....B

79-70….…C 535-469…....C

69-60….…D 468-402…....D

Below 60...F Below 401...F

**Plagiarism Policy:** Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an **F** on that assignment or (b) and **F** in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, my may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

**Title IX Coordinator:**

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Campbellsville University’s Online Course Attendance Policy**Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Professional Growth Plan (PGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions

**SED 715 Seminar: Principles of Conflict**

**Course Schedule**

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| --- | --- | --- |
|  | **Activity** | **Preparation** |
| Week 1 | I. The Value of Leadership | Reading Assignments: Text: Chapter 1; pages 1-10  Workbook Assignment:  Pages 9-10, evaluate your own leadership.  Page 10, respond to question #s 2, 5, 6  Briefly discuss and provide examples of steps Ray Kroc took to build the franchise business that the McDonald brothers didn’t take. |
| Week 2 | II. The Law of Influence | Reading Assignments: Text: Chapter 2; pages 11-20  Workbook Assignment:  Pages 19-20, evaluate your own leadership.  Page 21, respond to question #1.  Page 23-24, *Take Action*  Discuss the five myths about leadership; provide examples of someone and or situations where you have observed each type of leadership (include yourself if applicable).  Scholarly Journal Reading  Read at least two scholarly journal article for each topic – *value of leadership and influence in leadership*. Write a 4-5 page summation and include your opinion of the articles. APA format. Double spaced. Grade will be based on depth and clarity. |
| Week 3 | III. The Law of Process | Reading Assignment: Text, Chapter 3; pages 21-31  Scholarly Journal Reading  Read one scholarly journal article for the topic – *process of leadership.* Write a 2-3 page summation and include your opinion of the article. Do you agree with the author that leadership is a process? Why or Why not. APA format.  Double spaced. Grade will be based on depth and clarity.  PowerPoint  Create a PowerPoint comparing effective and ineffective leadership. Include the four phases of leadership growth. |
| Week 4 | IV. The Law of Navigation  Strategy and Tactics of Integrative Negotiation | 1)Reading Assignments: Text: Chapter 4; pages 33-42  Research Assignment  Good navigators always have in mind that other people are depending on them and their ability to chart a good course. Integrative negotiation allows both parties to achieve their objectives. Negotiators work hard to overcome inhibiting factors and searcher assertively for common ground. There are four major steps in the integrative negotiation process. Research integrative negotiation. Explain these steps in detail. Included the following in your research paper.   1. How do you prepare your team for projects? In your opinion do you need to spend more time on planning? What prevents you from doing so? How can you bore effectively plan to plan? 2. How do you choose who to run your ideas by before implementing them? What qualities of effective leadership does this person exhibit? |
| Week 5 | V. The Law of E. F. Hutton | Reading Assignments: Text: Chapter 5; pages 43-53  Workbook Assignment: pages 51-57 and respond to the following:  Seven (7) key areas that a person has that causes them to step forward as leaders. Briefly discuss the following:   1. Which one of the seven areas is your strongest area? Why 2. Develop an acrostic describing you as a leader. 3. In your organization, who has strength in all seven key areas   Scholarly Journal Reading  Communication is a process by which negotiators express their own interest, positions and goals.   1. Read one scholarly journal article for the topic – the significance of *communication in negotiations.* Write a 2-3 page summation and include your opinion of the article. APA format. Double spaced. Grade will be based on depth and clarity. |
| Week 6 | Ethics in Negotiation  The Law of Empowerment | Each of us perceives “ethics” from our own point of reference as to what is or is not ethical.  Scholarly Journal Reading  Read the article by Ionescu. Write a 2-3 page summation analyzing the positive and negative attributes of ethics. Include your opinion of the article. APA format. Double spaced. Grade will be based on depth and clarity.  <http://www.negotiations.com/articles/morals-ethics/>   |  |  | | --- | --- | | Morals and Ethics - False Milestones in Negotiation | [http://www.negotiations.com/images/rss.png](http://feeds.feedburner.com/NegotiationArticles) |   ***by Radu Ionescu***  Reading Assignments: Text: Chapter 12; pages 121-131  Workbook Assignment: Chapter 12; pages 132-143.   1. Respond to question 3, page 136 . In responding, were there questions of ethics regarding the violation of the Law of Empowerment? 2. Complete the self-evaluation, pages 138-138. 3. Respond to question 7, page 141. 4. Complete the assignment, Take Action. Grade will be based on depth and clarity. |
| Week 7 | The Law of Buy-In | Reading Assignments: Text: Chapter 14; pages143-151  Workbook Assignment: Chapter 14; pages 155-165   1. Respond to the following: *How do leaders and followers differ when it comes to supporting a vision?* Grade will be based on depth and clarity. 2. Read the blog: The Law of Buy-In … Do You Believe In Your Leader’s Vision?   <http://www.buildingwhatmatters.com/2012/08/15/vision/>     1. Write your vision statement for the 2013-14 school year.  * What will you do to increase the potential *Buy-In* for your vision? * Who will be the person who can help you realize your vision? * How can you value this person? |
| Week 8 | Conflict Resolution | Conflict Resolution Resolving Conflict Rationally and Effectively  <http://www.mindtools.com/pages/article/newLDR_81.htm>  Watch the video.  Read the article *Conflict Resolution: Resolving Conflict Rationally and Effectively.*  [*www.mindtools.com/pages/article/new LDR\_81.htm*](http://www.mindtools.com/pages/article/new%20LDR_81.htm)  *Use the information from the article and the video* create a plan outlining the five (5) steps you would use to resolve conflicts with (1) administrators and(2) faculty |

**SCHOLARLY JOURNAL ARTICLE RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | **Excellent**  **25 points** | **Good**  **20 points** | **Needs Improvement**  **15 points** | **Unsatisfactory**  **5 points** |
| Organization | The report is both accurate and compelling. The writing begins with an interesting introduction that contains a clear and concise statement. The body fully explores the topic and presents information in a sensible order. Effective and varied transitions link all ideas. | The report is accurate and clear. The writing begins with an introduction that contains clear statements. The body explores the topic and presents information in a sensible order. Transitions link most ideas. | The report is factual and shows evidence of some work. The writing begins with an introduction that contains a statement which needs clarification. The body explores the topic and presents a variety of information. The organization of this information may not always be clear or logical. Some transitions are used, but more are needed. | The report is generally confusing and hard to follow. The writing lacks any real organization. The organization is poor or nonexistent. Transitions may be used inconsistently or may be lacking. |
| Elements of Research Paper | The writer provides facts and quotations from a variety of sources. Facts and ideas are either expressed in the writer’s words or else completely and correctly documented. The report includes a complete and correct bibliography or source list. | The writer provides facts and quotations from several sources. Facts and ideas are either expressed in the writer’s words or else documented. It usually exhibits unity and coherence. The report includes a complete bibliography or source list. | The writer provides facts and quotations from more than one source. Facts and ideas are not always documented or expressed in the writer’s words. The body of the report lacks real unity and coherence, although most details are somewhat related to the topic. The report includes an incomplete or incorrect bibliography or source list. | The writer provides a mixture of opinions, facts, and statements. Facts and ideas are often not expressed in the writer’s words or else they lack documentation. The body of the report lacks unity and coherence, and may be difficult to understand. The report may not include a bibliography or source list, or this may be incomplete or incorrect. |
| Communication | Ideas are organized, clear and coherent. | Ideas are understandable. . | The writing is sometimes difficult to understand. | Writing is frequently incoherent or difficult to understand. |
| Grammar, Mechanics, and Spelling. | There are few or no errors in mechanics, grammar, or spelling. Word choice is precise and appropriate. | There are minor errors in mechanics, grammar, or spelling. Word choice is usually appropriate. | There are numerous errors in mechanics, grammar, or spelling. Word choice is not always appropriate. | Numerous errors in mechanics, grammar, or spelling may hinder comprehension. Word choice is seldom appropriate. |

Used Prentice-Hall, Inc. online rubric as guideline.

**READING/WORKBOOK ASSIGNMENT RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | **Excellent**  **25 points** | **Good**  **20 points** | **Needs Improvement**  **15 points** | **Unsatisfactory**  **5 points** |
| Content | Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights. | Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights. | Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights. | Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. |
| Organization | The report is both accurate and compelling. The writing begins with an interesting introduction that contains a clear and concise statement. The body fully explores the topic and presents information in a sensible order. Effective and varied transitions link all ideas. | The report is accurate and clear. The writing begins with an introduction that contains clear statements. The body explores the topic and presents information in a sensible order. Transitions link most ideas. | The report is factual and shows evidence of some work. The writing begins with an introduction that contains a statement which needs clarification. The body explores the topic and presents a variety of information. The organization of this information may not always be clear or logical. Some transitions are used, but more are needed. | The report is generally confusing and hard to follow. The writing lacks any real organization. The organization is poor or nonexistent. Transitions may be used inconsistently or may be lacking. |
| Communication | Ideas are organized, clear and coherent. | Ideas are understandable. . | The writing is sometimes difficult to understand. | Writing is frequently incoherent or difficult to understand. |
| Grammar, Mechanics, and Spelling. | There are few or no errors in mechanics, grammar, or spelling. Word choice is precise and appropriate. | There are minor errors in mechanics, grammar, or spelling. Word choice is usually appropriate. | There are numerous errors in mechanics, grammar, or spelling. Word choice is not always appropriate. | Numerous errors in mechanics, grammar, or spelling may hinder comprehension. Word choice is seldom appropriate. |
|  |  |  | **Total Points** | \_\_\_\_\_/ |

Used Prentice-Hall, Inc. online rubric as guideline.

**Research Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Excellent**  **25 points** | **Good**  **20 points** | **Needs Improvement**  **15 points** | **Unsatisfactory**  **5 points** |
| **Quality of Research** | --Cited 5 or more sources  --Sources reliable and properly cited. --All information included --Sufficient information provided to support all elements of topic. --Research in-depth and the beyond the obvious, revealing new insights gained. | --Cited 3 sources  --Sources mostly reliable  --Most information included --Sufficient information provided  --Research of sufficient depth. | -- Cited 2 sources  --Source reliability questionable.  -Information does not interfere with ability of reader to find the source. --Some information relevant to thesis. --Information provided to support some elements of topic --Surface research. | --Failed to cite even 2 sources  --Sources unreliable.  --Information interferes with ability of reader to understand paper. --Irrelevant to thesis. --Information does not support the topic --Surface research. |
| **Content** | --Topic includes all aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. --Contains clear and concise abstract, subtitles, and resources page --Support for thesis complex, complete, & in-depth. --5 or more in text citations are used to support the thesis. --Writer involved with subject, not merely doing an assignment. --Clear and appropriate organization, with effective transitions, introduction, and conclusion. | --Topic includes most aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. --Contains somewhat clear and concise abstract, subtitles, and resources page --Support for thesis sufficient, but lacking in depth or complexity. -- Less than 5 in text citations are used to support the thesis. --Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness. | --Topic includes some aspects of the project, of semi appropriate breadth for length of paper & a topic is partially clear. -- Only 2-3 in text citations used to support thesis --Missing abstract, but includes subtitles, and resources page --Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness. | --Topic unclear and includes no aspects of the project, of inappropriate breadth for length of paper. --Missing abstract, subtitles, and resources page --Support for thesis insufficient. --No organization, transitions, introduction, and no conclusion |
| **Grammar & Mechanics** | --Consistent and appropriate voice. -- Sophisticated and precise word choice. --No spelling errors. --No errors in agreement, pronouns/antecedents, or tense. -- No punctuation or capitalization errors. --Met all style and min/max page requirements | -- Voice mostly consistent and appropriate. -- Fairly effective word choice. --No more than 2 spelling errors. --Fewer than 1 error in agreement, pronouns/antecedents, or tense. -- Fewer than 2 punctuation or capitalization errors. --Met most style and min/max page requirements | -- Voice somewhat consistent and appropriate. -- Correct word choice. --More than 3 spelling errors.  --More than 2 errors in agreement, pronouns/antecedents, or tense. -- More than 3 punctuation or capitalization errors. Attempted to meet style and/or min/max page requirements | Voice inconsistent and inappropriate. -- Incorrect word choices. --More than 5 spelling errors.  --More than 5 errors in agreement, pronouns/antecedents, or tense. -- More than 5 punctuation or capitalization errors. Does not meet style and/or min/max page requirements |
| **Bibliography/ Resources** | --All sources properly cited in both paper and bibliography. -- No errors in format or punctuation. | --All sources properly cited in both paper and bibliography. -- Very few errors in format or punctuation. | Not all sources properly cited in both paper and bibliography. -- Errors in format or punctuation do not compromise the ideas of the paper. | --Not all sources properly cited in both paper and bibliography. -- Errors in format or punctuation make ideas unclear. |
| **Total Points** | | | | \_\_\_/100 |

Used.online rubric as guideline. <http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=M77287&>

**PowerPoint Presentation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENT** | **Exemplary**  **12.5** | **Proficient**  **10 points** | **Partially Proficient**  **8 point** | **Unsatisfactory**  **0 points** | **POINTS** |
| **Pre Production Planning - Storyboard** | The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation. | The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order. | The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information. |  |  |
| **Introduction** | The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals. | The introduction is clear and coherent and relates to the topic. | The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience. | The introduction does not orient the audience to what will follow.  The sequencing is unclear and does not appear interesting or relevant to the audience. |  |
| **Content** | The content is written clearly and concisely with a logical progression of ideas and supporting information.  The project gives the audience a clear sense of the main idea.  Information is accurate, current and comes mainly from \* primary sources. | The content is written with a logical progression of ideas and supporting information.  Includes persuasive information from reliable sources. | The content is vague in conveying a point of view and does not create a strong sense of purpose.  Includes some persuasive information with few facts.  Some of the information may not seem to fit.  Sources used appear unreliable. | The content lacks a clear point of view and logical sequence of information.  Includes little persuasive information and only one or two facts about the topic.  Information is incomplete, out of date and/or incorrect.  Sequencing of ideas is unclear. |  |
| **Text** | The fonts are easy-to-read and point size varies appropriately for headings and text.  Use of italics, bold, and indentations enhances readability.  Text is appropriate in length for the target audience and to the point.  The background and colors enhance the readability of text. | Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. | Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text. | The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting. |  |
| **Layout** | The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space. | The layout uses horizontal and vertical white space appropriately. | The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background. | The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability. |  |
| **Citations** | Sources of information are properly cited and the audience can determine the credibility and authority of the information presented.  All sources of information are clearly identified and credited using appropriate citation format. | Most sources of information use proper citation format, and sources are documented to make it possible to check on the accuracy of information. | Sometimes copyright guidelines are followed and some information, photos and graphics do not include proper citation format. | No way to check validity of information. |  |
| **Graphics, Sound and/or Animation** | The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships.  Original images are created using proper size and resolution, and all images enhance the content.  There is a consistent visual theme. | The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content.  Original images are used.  Images are proper size, resolution. | Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts.  Most images are clip art or recycled from the internet.  Images are too large/small in size.  Images are poorly cropped or the color/resolution is fuzzy. | The graphics, sounds, and/or animations are unrelated to the content.  Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content. |  |
| **Writing Mechanics** | The text is written with no errors in grammar, capitalization, punctuation, and spelling. | The text is clearly written with little or no editing required for grammar, punctuation, and spelling. | Spelling, punctuation, and grammar errors distract or impair readability.  (3 or more errors) | Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.  (more than 5 errors) |  |
| **TOTAL POINTS** | | | | | \_\_\_ /100 |

**References**

Kleiser, G. *Training for Power and Leadership* (Garden City, New York: Garden City

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Thomas, B. P. (1968). *Abraham Lincoln: A biography.* New York: Modern Library, 235.

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