

NOTE: What follows is the syllabus for the Research Modality that most students choose. If you're interested in the course's **Service-learning Modality**, please see the corresponding syllabus on page 18, also posted under Sakai's "Assignments" tab.

JOMC 443 Latina/o Media Studies -- Fall 2013 -- *Research Modality*

What is this course about?

Why diversity matters for everyone? Why should we care about media and media portrayals? These questions are the thrust of the course. We will approach them by focusing on Latina/os, but the ultimate goal is that you develop your cultural competence.

The course begins by comparing the current schizophrenic media portrayal of Latina/os in the U.S. mainstream media (e.g., undocumented workers vs. affluent consumers). Then, it examines the great variety of media catering to Latina/os, including both transnational media such as Mexican *telenovelas* and local "ethnic" media in the continental United States like North Carolina's *Qué Pasa* newspaper. Finally, the course focuses on the media consumption patterns of Latina/os, and explores the way in which this group uses the media offerings available to them.

What are the course's modalities?

The course is offered in two modalities: Research and service-learning. This document describes the research modality. If you are interested in the service-learning modality, please see the corresponding syllabus. To participate in service-learning, students should have an intermediate level of Spanish and availability every Friday from 4:30-6:15pm.

What is the course's pedagogy?

Grounded on the critical pedagogy of Brazilian educator Paulo Freire, the course emphasizes critical thinking. Freire's model centers on dialogue and advocates for an educational practice grounded on theory and committed to social justice.

What ACEJMC core values and competencies does this course will help me develop?

The Accrediting Council on Education in Journalism and Mass Communication requires that all graduates of accrediting programs "should be aware of certain core values and competencies." ACEJMC established twelve learning objectives (see <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>).

The research modality of this course focuses on seven ACEJMC objectives and aims that students will:

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

What is cultural competence?

Cultural competence is a multidimensional and nonlinear process that involves cognition, affect, and behavior. It comprises four dimensions:

1. *Cultural awareness* requires “developing a critical view of cultural differences, people’s experiences of oppression and marginalization, class differences, discrimination, racism, and becoming aware of one’s cultural biases.”
2. *Cultural knowledge* means “learning about the cultural practices of specific racial or ethnic groups.”
3. *Cultural skills* involve “developing professional practices and behaviors designed to improve service delivery to diverse populations.”
4. *Cultural practice* includes “experiencing other cultures and learning to appreciate diversity in society” (Suárez-Balcazar et al., 2011, p.5).

The course’s goals can only be achieved through the informed and active involvement of students in class discussions. Although I will introduce topics with brief lectures, this is not a lecture class. The learning objectives include the following:

1. Develop “a critical view of cultural differences, people’s (esp. Latina/os’) experiences of oppression and marginalization, class differences, discrimination, racism, and becoming “aware” of your own “cultural biases” (cultural awareness).
2. Put into plain words the most influential concepts and theories of Latina/o media studies (cultural knowledge).
3. Identify the main patterns of the representation of Latina/os in the mainstream media (cultural knowledge).
4. Describe the U.S. Latina/o-oriented media (cultural knowledge).
5. Determine how various groups of Latina/os use mainstream media in everyday life (cultural knowledge).

Such cultural awareness and knowledge will equip you to develop cultural skills and participate in Latina/o cultural practices:

1. Conduct research on Latina/o media studies topics (cultural skills).
2. *Begin to* develop "professional communication practices and behaviors designed to improve" (a) the representation of Latina/os in the media and (b) and “service delivery” to Latina/o communities (cultural skills).
3. *Begin to* experience Latina/o cultures and learn to “appreciate diversity in society” (cultural practice) (the above objectives are based on Suárez-Balcazar and her colleagues’ definition of cultural competence [2011, p.5]).

What are the required readings?

We will read news and journal articles and book chapters from several books. They are available either through E-Reserves (Davis Library's electronic reserves) or through Sakai’s calendar. In addition, we will read materials from corporate websites and the following books, which are available at UNC Student Stores:

Chavez, L. *The Latino Threat*. Stanford: Stanford University Press.

Valdivia, A. (2010). *Latina/os and the Media*. Cambridge: Polity.

Vargas, L. (2009). *Latina Teens, Migration, and Popular Culture*. New York: Peter Lang.

How is learning and teaching going to be evaluated?

In addition to the course evaluations that you will conduct at the end of the semester, you will have a mid-term opportunity to evaluate the course and my work as a teacher.

Peer evaluation. Also, you will have opportunities throughout the semester to respond to the work of your classmates.

What are the assignments?

In addition to regularly attending to class and participating in class discussions, you should read the assigned readings before coming to class. I will provide study guides for such readings the week before the readings are scheduled. The assignments are as follows:

1. Readings. The class schedule details the required readings for each class period. The primary learning objective is that you practice and improve your skills and strategies to read and comprehend scholarly texts. Another objective is that you become familiar with the information and concepts presented in the readings.

Answers to study guides.

Throughout the semester, you will submit your responses to ten (10) study guides (of your own choice). These answers are due at class time on the date the corresponding reading(s) is assigned. Please either print or hand-write the study guide and hand-write your answers. I will not accept typed answers or emailed answers.

These exercises will help you prepare for classes and exams, but the learning objectives are, first, that you will improve your skills and strategies to read and comprehend scholarly texts. And, second, that you will become familiar with the information and concepts presented in the readings.

You will find study guides under the Resources tab.

I will post study guides for the following week's readings on Wednesdays afternoon. For example, the study guide for the reading by Alcoff, which is assigned for Sept.3, will be posted on Wednesday, Aug. 28.

Answers to each question of the study guides should not exceed 50 words.

2. Exams. There will be a first and a second exam. The dates for exams are specified in the "Class Schedule." Each exam is worth 20% of the course grade. The second exam will not be comprehensive, that is, it will not cover the readings and lectures of the first part of the semester; however, there are concepts, such as "hybridity," that we will study early in the semester and that we will continue using later on.

The format of the exams will be 10 short-answer questions (50 words max.) and one essay question.

Example short-answer question: "What is Fusion and what is its significance?"

Example probe for an essay question: "Assume that you have been asked to write a brief Wikipedia entry on Latina/o media. Chart the history, current state, and development of Latina/o media. Your essay should include specific data, but it should also be comprehensive (avoid dedicating too much space to specific media such as newspapers or Univision)."

3. Team research project. This is a major research project in which you will work throughout the semester. It is worth 20% of your course grade. The learning objectives are, first, that you will enhance your ability to conduct in-depth, library research about a major topic in Latina/o communication. Second, that you will improve your skills to

effectively communicate research findings, both in oral and written form, and third, that you will develop your skills to work effectively in a group.

I will assign students to four teams of 5-6 students. Each team will conduct research, write a proposal, write a 2,500-word paper, and give a 25-minute presentation to the class. Teams will work on one of the following four topics: Advertising/marketing, public relations/social marketing, print and online news, and radio & TV news. The detailed guidelines and the evaluation rubric for this assignment are posted on Sakai. The due dates for proposals, papers, and presentations are specified in the class schedule. Further details are posted under the "Assignments" tab.

4. Annotated bibliography. This is an individual assignment, but it is also the first step of your Team Research Project. You will read and annotate one book chapter and two scholarly articles. You will write a paper of 900 – 1100 words, with an introduction of 200-250 words and three entries of 250-300 words each (excluding citations).

The learning objectives are that you develop and demonstrate your ability to conduct academic research, to critically read scholarly writings, to accurately summarize *and assess* scholarly texts, and to explain how three texts will inform your Team Research Project. The specific guidelines and evaluation rubric for this assignment are posted under the "Assignments" tab.

Evaluation and grading

You can earn up to 100 points on your work divided as follows:

Class participation	10%
Answers to study guides	10%
Two exams	40% (20% each)
Annotated bibliography	20%
<u>Team project</u>	<u>20 %</u>
Total	100%

Grading scale: Assignments will be graded using a 0-100 scale. To calculate your course grade I will use the following scale...

- 94-100 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 67-69 = D+
- 64-66 = D
- 60-63 = D-
- 60 = F

What are the ground rules?

The "Class Schedule" specifies readings for each class and indicates deadlines for assignments. However, I welcome your participation and I would like to incorporate your suggestions to help make the class more interesting and valuable for all.

Grades. Though grades are not negotiable, I give serious consideration to students' concerns about grades. If you have questions about a particular grade, you will need *to talk to me within a week of receiving the grade*. If you dispute a grade, you will need to submit to me a written complaint also *within a week of receiving the grade*.

Laptops, tablets, and PDAs in class policy

Students using PDAs, tablets, and laptops during class for purposes unrelated to class will be considered absent during the class period.

Late papers and make-up policy

All assignments are due at class time. A paper delivered the day the assignment is due, but after class time, is considered late. Papers delivered on-line will not be accepted. Late papers will be penalized one letter grade and will not be accepted later than one week after the due date. To avoid being penalized you would need to provide official proof of your excuse. There will be no make-ups for late Sakai postings or missed in-class exercises.

Attendance policy

You may miss two class sessions without being penalized. Please save such sessions for emergencies and for minor illnesses (e.g., a cold). To avoid being penalized for a third or fourth absence, you will need to provide official documentation. Please note that lateness will be penalized (three late arrivals are equivalent to an absence).

On-line communication policy

The course's teaching assistant and I will do our best to check our email at least once a day, Monday through Friday, between 9:00 AM and 5:00 PM. We will also do our best to respond to your messages by the following day. Please keep in mind *that I will not accept on-line delivery of papers*.

Honor code

You should know and follow UNC's policies regarding academic honesty in this class. I will enforce all these rules. I view all papers as take-home exams and will grade them accordingly. Remember that it is your responsibility to be aware of, and to follow, UNC's policy on plagiarism (see <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>).

Pledge

Please write and sign this pledge on each of your papers: "I have neither given nor received unauthorized assistance on this assignment." All team members need to sign the pledge on the written report of the team work.

Americans with Disabilities Act (ADA)

If you have a disability covered under ADA, please let me know *at the beginning of the semester* of any special needs that you may have to fulfill the course requirements specified in this syllabus.

Please note that both the syllabus and the class schedule are subject to change if unexpected circumstances arise.

JOMC 443 Latina/o Media Studies – Fall 2013
Dr. Lucila Vargas, lcvargas@email.unc.edu. Office: Carroll Hall 359

Week 1	Readings	Topics & activities	Due dates
T 8/20		Orientation	
Th 8/22	Mills, Sociological imagination (posted on Sakai's calendar).	Intro. to course	<i>Pop quiz on Sakai's content</i>

Week 2: Demographics and history of the idea of race

T 8/27	AdAge, Sakai calendar <i>Closing the divide: Latinos & technology adoption report</i> . Available at: http://www.pewhispanic.org/2013/03/07/references-8/		Project choices due
Th 8/29	Miles & Brown, Sakai calendar	Racialization	

Week 3: Race and ethnicity. Media representation

T 9/3	Alcoff 227-246, Sakai	Racialized Latina/os	Team work
Th 9/5	Valdivia, Introduction & Ch. 2	Latina/os in the media	

Week 4: Media (mis)representation

T 9/10	Lichter & Amundson 57-72, Sakai Dávila 1-24, Sakai	Latina/os in TV	
Th 9/12	Chavez, Intro & Ch. 1 (pp. 1-43)	The Latina/o threat narrative	

Week 5: Myths about Latina/os

T 9/17	Chavez, Ch. 2	Citizenship and belonging	Project proposal due
Th 9/19	Chavez, Ch. 3 & 4	Latina sexuality and fertility	

Week 6: Citizenship, media spectacles, and political agency

T 9/24	Chavez, Ch. 5 Chavez, Ch. 7	Privileges of citizenship	
Th 9/26	Chavez, Ch. 6	Spectacle(s) of surveillance	

Week 7

T 10/1	<i>Catch up and review</i>		
Th 10/3	No Readings	Exam Day	First exam

Week 8: Understanding production

T 10/8	Valdivia, Ch 1 2012 TV & Radio staffing survey, available at: https://www.rtdna.org/uploads/files/div12.pdf	
Th 10/10	Castañeda Paredes, Sakai Otteson. Read only pp. 1-8 of report available at: http://doczine.com/bigdata/2/1366963229_13ab168f22/sofslm2011.pdf This report is an important source for your team project.	

Week 9: Television & broadcast news

T 10/15	Piñón & Rojas, Sakai Rodríguez, Sakai	
Th 10/17	Fall break	

Week 10: Print media

T 10/22	Subervi 225-237, Sakai Otteson (read only pp. 23-31). (This reading is in the report that you downloaded on 10/10.)		
Th 10/24	No readings	In-class responses to AB	Annotated biblio due

Week 11: Reception and effects

T 10/29	Valdivia, Ch. 3 & Ch. 4	
Th 11/31	Vargas, Ch. 2	

Week 12: Migration and identity

T 11/5	Vargas, Ch. 1	
Th 11/7	Vargas, Ch. 5	

Week 13: Migration and identity

T 11/12	Vargas, Ch. 6 & 7	
Th 11/14	No readings	Team work

Week 14: Migration & identity. Team presentations

T 11/19	Vargas, Ch. 8 & 9	
Th 11/21	No readings	Teams: Advertising and PR

Week 15: Catch-up and Review

T 11/26	Catch-up and review	
Th 11/28	Thanksgiving	

Week 16: Team presentations

T 12/3	<i>Last day of this class</i>	Teams: Print & Online News and TV and Radio News
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Week 17: Second exam

Th 12/12	12:00-3:00pm, our classroom	Second exam
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JOMC 443 Annotated Bibliography Guidelines

Learning objective: Students will develop and demonstrate their ability to do the following: conduct academic research, critically read scholarly writings, accurately summarize *and assess* scholarly texts, and explain how three texts will inform their Team Research Project.

Before you begin working on this assignment, you should read the handout found at <http://owl.english.purdue.edu/owl/resource/614/01/>

The annotated bibliography (AB) is an individual assignment, but it is also the first step of your Team Research Project. Your paper must have a title, an introductory paragraph, and three AB entries. It should be 900 – 1100 words, with an introduction of 200-250 words and three entries of 250-300 words each (excluding citations). Citations should use APA style. Before you begin reading, you need to *consult with your team, so that no two members review the same articles or book chapters. Note that if two or more students review the same text, all will be penalized.*

Entry 1: Book chapter. Select a book chapter of your choice that is (1) at least eight pages in length, (2) directly related to your team's topic, and (3) not a required reading for the class.

Entries 2 and 3: Academic Journal Articles. Scan journals on the database Mass Media Complete to find two articles that are linked to your team's topic. Each journal article must be *a minimum of 15 substantive pages* in length, and *published in two different journals*. If you need assistance selecting articles, please speak with me during office hours, and/or consult a librarian.

Writing an Annotated Bibliography. Your entries *should be more than a summary* of the article/book chapter. Each entry should contain three parts: (1) summary of the article/book chapter, (2) your own assessment of such text, and (3) your explanation of how the text will inform your Team's topic. The paper introduction should provide an overview of the three entries and an explanation of how they fit together. At the upper left side of your paper's first page, include your team's topic and the names of all its members.

Be certain to follow the guidelines found at <http://owl.english.purdue.edu/owl/resource/614/01/>. Respond to the criteria described there, except the question in the "Assess" section about "[...] biased or objective." Within Ethnic and Women's Studies, the debate about "biased or objective" knowledge was well-settled several decades ago. All knowledge is embodied situated knowledge. All texts are written by someone (with a certain race/ethnicity/gender/sexuality/age/nationality/etc.), somewhere, at some time, and from someone's point of view.

Peer blind review, pen name, and opportunity to re-write. We will dedicate a class session to conduct blind peer reviews of this assignment using the attached rubric. *Your paper (not a draft) is due that day* (see class schedule); *incomplete papers and papers not submitted for peer evaluations will be considered late and penalized* accordingly. To assure blind review, you should use a pen name (pseudonym, fake name) on your paper and sign the pledge using such pen name. You will have the option to re-write your paper based on the peer feedback that you will receive. Rewrites are due the class following the peer review session. If you choose to rewrite, use your real name, sign the pledge with your real name, and attach your original paper and the peer evaluation to your rewrite.

Evaluation and grading: This assignment is worth 20% of your final grade. I will evaluate your work using the same attached rubric that you will use to evaluate one of your classmates' papers.

Evaluation Rubric for Annotated Bibliography

Name: _____ Team: _____

	Points	Criteria
Writing & style (20 points)		The paper is well organized with an introduction and three entries (one book chapter and two articles).
		There are no misspelling, grammar, or style errors.
		The introduction explains the paper's structure and purpose.
		References are in near-perfect APA style.
Content of paper (40 points)		The texts' topics are relevant to the team's topic.
		The texts reviewed are the required length for this assignment and come from scholarly sources.
		The usefulness of each text for the team project is accounted for.
		The main argument of each text is clearly explained.
Analysis of entries (40 points)		The sources of authority of each text are mentioned.
		The support/evidence for the arguments presented in each text is assessed.
		Each text's limitations are noted, but texts are evaluated within their own parameters.
		Each text's contribution to the field/area is explained.
Total		

Comments:

JOMC 443 Team Research Project Guidelines

Learning objectives: (1) Students will enhance their ability to conduct in-depth, library research about a major topic in Latina/o communication. (2) They will improve their skills to effectively communicate research findings, both in oral and written form. And (3) they will develop their skills to work effectively in a group.

What will you need to do?

Step #1: Choose your topic: Pick three you are interested in from the following list and list them by order of your preference. I'll collect your preferences during class (see class schedule) and will assign you to one of the three teams of your choice.

(1) Advertising/marketing

(2) Public relations/social marketing

(3) Print and online news

(4) Radio & TV news.

Step #2: Negotiate your team role with your team. As a team, you will need to meet outside of class to organize your project. The first thing that the team needs to do is collectively assign roles to each member. Every member will conduct research, write a complete section of the report (not just provide the information to the editor), and speak for about five minutes during the presentation. In addition, each member will have one of the following roles:

1. The *editor* will be responsible for editing the final version of the report.
2. The presentation *producer* will make sure that the presentation runs smoothly, and that audiovisual aids are appropriate.
3. The *scholarly sources researcher* will be responsible for making sure that the team uses appropriate and authoritative scholarly sources, and for preparing the list of *scholarly* sources (in APA style) for the report. Although in theory, the team will have the sources from the annotated bibliographies of all members, in reality often students review sources that will turn out to be inappropriate for the team paper.
4. The *non-scholarly sources researcher* will be responsible for making sure that the team uses non-scholarly but authoritative sources (e.g., *The New York Times*, *Adage*, corporate websites), and for preparing the list of such sources in APA style. In addition, s/he will compile the list of five short-answer questions (with answers) for the exam to be included in the report.
5. The *facilitator* will make sure that communication among team members, and with instructor and TA, are optimal; for example, s/he will set up meetings, and will keep the instructor informed about the team's progress. Also, s/he will be responsible for the team's use of their Sakai forum and will write a summary of each member's contribution to the project that will be attached to the final report.

Teams that fail to adhere to these guidelines and decide, on their own, to divide specific responsibilities in a different way, **cannot get an "A" grade** in this assignment. Teams work best when every member takes responsibility for a number of specific tasks. They struggle when some members either do not contribute their part, or take over the entire project. Students tend to evaluate poorly those members who either do too little or do too much.

Step #3: Narrow the topic. To begin narrowing the topic read and discuss *Whitaker's Guide for Writing Research Papers*, pp. 3-6 (attached here).

Step #4: Submit a proposal on the due date (see class schedule), which should include the following:

1. A 300-word description of the project responding to these questions: (1) Which specific aspects of the topic is the team going to investigate? and (2) Why is it important for the class to learn about such aspects?
2. A list of each team member's specific role.
3. A preliminary list of at least 15 potential sources to be consulted. This list may include items from team members' annotated bibliography assignments. In addition, the team will need to research non-scholarly sources (e.g., newspaper articles, trade publications, and corporate websites).
4. A timetable for the entire project.

Please turn in a hard copy of your proposal on the date specified in the class schedule and also post it to the team's forum.

Step #5: Write an analytical paper. The paper should be approximately 2,500 words in length. Follow the guidelines presented by Whitaker (p. 3). It should briefly incorporate the information on the topic presented in class readings and lectures. In addition, the paper should include the following:

1. A list of scholarly sources (APA style).
2. A list of non-scholarly sources (APA style).
3. A page summarizing each member's contributions.
4. A list of five possible short answer questions on your presentation with answers for the final exam.

Be sure to check the *Checklist for Papers* posted on Sakai before writing the report. Please sign the pledge on the title's page. This report **is due at class time on the date of the team's presentation.**

Step #6: Give a 25-minute presentation based on your paper. Dates for each team's presentation are specified in the course schedule. Each presentation will be evaluated by the class using the "Peer and instructor evaluation" rubric for presentations posted on Sakai. These evaluations *will not be confidential* and each team will receive them with their graded report; I will not take them into account when assigning grades. Because each team will work on a different topic, I will consider the **educational value** of the presentation's content for other students. Keep in mind that you will be graded on **substance** more than on performance. Be sure to read the *Checklist for Team Presentations* posted on Sakai.

Step #7: Evaluate your team member's contributions. This evaluation will be *confidential*. Only I will read it and I will take your assessment into account when assigning individual grades. Please use the "Team members evaluation" rubric posted on Sakai.

Instructor evaluation and grading

Although this is a team project, students will receive individual grades; sometimes, members of the same team receive very different grades. Both the presentation and report are research projects, and I will evaluate them as such. This means that to evaluate the report, I will take into account the depth and thoroughness with which the subject matter is treated, and the scholarly form of the report (e. g., writing, citations). Likewise, I will evaluate the presentation primarily on its **substance**. Thus, I will consider first and foremost its depth and thoroughness and second the creativity and professionalism of the team's presentational style. I will use corresponding rubrics to evaluate and assign a grade to this project.

Attached are the following evaluation rubrics and other documents that we will use for this assignment:

1. Rubric for presentations (you will use this rubric for giving feedback to other teams. I will use the same rubric for evaluation and grading purposes).
2. Rubric for team research papers (I will use this rubric for evaluation and grading purposes).
3. Checklist for presentations
4. Checklist for papers
5. Confidential peer evaluation form (you will use this form to evaluate each of your team member's contribution to the project.)
6. Whitaker's *Guide for writing research papers*

General Checklist for Papers

- ✓ Is the paper typed and **double-spaced**?
- ✓ Is the paper typed using **12-point size** of any standard font (e.g., Palatino, New York, Helvetica, Times, or Courier?)
- ✓ Is your paper the **required length**? Keep the text of your paper within the specified length limits. However, in addition to the text, you might like to attach charts, lists, tables, figures, or other supplementary evidence.
- ✓ Are all **pages numbered** in sequence?
- ✓ Is your paper **free of misspellings** and **grammatical errors**?
- ✓ Are all **sources** properly **referenced**?
- ✓ Does your paper include a **list of works cited**? All your assignments must comply with the APA (American Psychological Association) stylebook.
- ✓ Did you sign the paper with a **pledge**? Please write and sign this pledge on each of your papers: "I/we have neither given nor received unauthorized assistance on this assignment."
 - In team projects, all team members need to sign the pledge.
- ✓ If your paper includes charts, lists, tables, figures, or other supplementary evidence, check the following: (1) Are these items mentioned in the text? And (2) do they include sufficient information for a reader to understand them on their own? (Check APA or Whitaker for correct format).
- ✓ If your paper concerns analyses of media text, have you attached *a photocopy* of a sample text to your paper?
- ✓ Staple or clip your material together, but **do not use folders or binders or any kind**.

Team Research Paper Evaluation Rubric

Project _____

This is the rubric that I will use to evaluate and grade your team research paper.

Category	Score					Your grade
	1	2	3	4	5	
1. Organization	Paper is not well organized. The introduction and/or conclusion could be much better. It's difficult to find the overall argument. Most subtopics are not critical for the understanding of the topic, and some points are repeated or unnecessary for the overall argument.		Paper is generally well organized, with an introduction and a conclusion. Most subtopics are critical for the understanding of the topic, but some points are repeated or unnecessary for the overall argument.		All subtopics are critical for the understanding of the topic.	
2. Overall quality of sources	Some sources are relevant for the topic but there is not a good balance of scholarly and non-scholarly sources. Less than 12 sources of each kind are used.		Most sources are relevant for the topic but there is not a good balance of scholarly and non-scholarly sources. At least 12 sources of each kind are used.		All sources are relevant for the topic and there is a good balance of at least 12 scholarly and at least 12 non-scholarly sources.	
3. Use of sources to support argument	Some points made in the paper are clearly and consistently tied back to information presented in the sources.		Most points made in the paper are clearly and consistently tied back to information presented in the sources.		All points made in the paper are clearly and consistently tied back to information presented in the sources.	
4. Overall argument	The overall argument is poorly articulated. Most of the paper is information or rehash of material in sources.		The paper articulates an overall, somewhat original, argument, but it combines facts and concepts from sources in a confusing way.		The paper presents an original and significant argument. It combines facts and concepts from sources in a fresh way.	
5. Grammar and Style	Paper doesn't flow well. Sentence structure is often awkward. Some misspelling and grammar errors.		Moderate synergy has been attained, either at low level or sporadically; the team has realized some benefit from working together beyond simple division of labor.		The paper flows nicely. It's free of ambiguities and contains no misspellings or grammatical errors.	

Comments: *Please see comments throughout the paper.*

JOMC 443 Checklist for Team Presentations

Since the team will be educating the class about the topic, most of the presentation should be dedicated to explain the topic's essential aspects. However, by the day of the presentation team members should be informed enough to be able to offer their own understanding of the issues concerned. Keep in mind that there will be time for Q&A and the way the team handles question will count in the evaluation of your work.

Content

- Have you considered the *educational value* of your presentation for your classmates? *Avoid repeating information that we have already discussed in class.*
- Does the introduction answer the question: What is this presentation about?
- Have you defined the key terms of your topic?
- Does the presentation cover *only* the most pertinent issues? *Avoid cluttering your presentation with related but not essential ideas. Focus on the big picture. One of the most common problems students have is that they try to do too much. You need to include specific examples, but keep details and references for the written report.*

Form

- Have you rehearsed the presentation to make sure that it will take 25 minutes? *To be fair with all teams, I need to enforce time limits and to impose a penalty to those teams taking more time.*
- Does every team member have roughly the same amount of time for his/her contribution? *Students not participating in the presentation will receive zero for this part of the project. Students taking over the presentation will also receive a low grade.*
- Does the presentation have an introductory part in which the topic, the presentation format, and team members are presented? *You may like to wear nametags and have an outline of the presentation in your prezi or powerpoint.*
- Put closure to your presentation by re-stating the main points of the presentation and the team's recommendations.

Audiovisual materials

- Presentation software:* Are the characters big enough to be read from the back of the room? Do they include sufficient but succinct information? Do they look cluttered? Be especially careful concerning cluttering when presenting charts, lists, and tables.
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- Post your presentation to the team's discussion forum (Sakai).
- Do NOT plan to use **your laptop** for the presentation. We may not be able to connect it to the projector.*

Team Effectiveness Formative Evaluation Rubric

Project _____

Your name _____

This evaluation is very useful for me to help teams redress problems that they may be having. However, it only works if every team member fills it thoughtfully, fairly, and honestly. It will not count towards your project grade.

Category	Score					Your grade
	1	2	3	4	5	
1. Roles and responsibilities (establishing and performing assigned responsibilities to team)	Roles have not been defined or are meaningless; individuals do not own their roles; performance in roles is ineffective.		All members have accepted a role, but have fulfilled assigned role only minimally.		Functional roles have been assigned and revised over time; team members have contributed to all elements of the project; all members have accepted, assessed, and improved roles over time; roles have been performed skillfully; <i>team members have helped with other roles.</i>	
2. Attitude and climate (creating and maintaining supportive team climate)	Complacent energy level; disrespectful attitude common; conflicts are destructive to team performance.		Energy level generally upbeat; polite acceptance of the views and ideas of others; conflicts defused		Energy level inspiring and motivating for productivity; team members have encouraged and built the strengths of others; conflicts have been resolved effectively and have been used to develop team understanding and growth.	
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4. Operating procedures (establishing and using processes to ensure effective team interactions and productivity)	Very low expectations; operating procedures are either nonexistent or ineffective.		Procedures have been general and only verbalized; procedures have been often but not always followed; procedures have clarified expectations.		Procedures have been written (rather than oral), revised as needed, and supported by all; procedures have been followed regularly; use of the procedures built relationships and led to team synergy.	
5. Synergy	Team is a collection of individuals that merely divided the work to be done.		Moderate synergy has been attained, either at low level or sporadically; the team has realized some benefit from working together beyond simple division of labor.		High degree of synergy has been attained; team members have developed skills and ideas through interactions with others. Work done to this point could not have been achieved by working individually.	

Comments: *Please write your comments on the back of this page.*

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Individual Team Members' Confidential Evaluation

Project _____
Your Name _____

Evaluation from your team members will count 30% of your individual project grade. You should evaluate yourself as part of the peer evaluation. However, that grade will not count toward your final grade.

Team Member's Name	Name 1	Name 2	Name 3	Name 4	Name 5	Your name
Attendance at the group meetings 20-always 0-never						
Easy / Hard to get in contact with 20-very easy 0-impossible						
Completing his/her part of the project 20-always 0-never						
Finishing assignments in a timely manner 20-on time or earlier 0-always late						
Collaboration with other team members 20-commendable 0-none						
Overall grade (Result of the above)						
Do other members of the team had constantly to finish his/her assignment Yes—Sometimes—Seldom--Never						

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NOTE: What follows is the syllabus for the Service-Learning Modality. If you're interested in the course's **Research Modality**, please see the corresponding syllabus.

JOMC 443 Latina/o Media Studies -- Fall 2013 – *Service-Learning Modality*

What is this course about?

Why diversity matters for everyone? Why should we care about media and media portrayals? These questions are the thrust of the course. We will approach them by focusing on Latina/os, but the ultimate goal is that you develop your cultural competence.

The course begins by comparing the current schizophrenic media portrayal of Latina/os in the U.S. mainstream media (e.g., undocumented workers vs. affluent consumers). Then, it examines the great variety of media catering to Latina/os, including both transnational media such as Mexican *telenovelas* and local “ethnic” media in the continental United States like North Carolina’s *Qué Pasa* newspaper. Finally, the course focuses on the media consumption patterns of Latina/os, and explores the way in which this group uses the media offerings available to them.

What are the course's modalities?

The course is offered in two modalities: Research and service-learning. This document describes the Service-Learning modality.

Requirements

Intermediate Spanish language skills and availability every Friday from 4:30-6:15 p.m.

Service-learning placement: Radio Latijam

The service-learning placement will be Radio Latijam, which is a youth empowerment program by and for Latina/o immigrant youth. It produces a live Spanish-language radio show every Friday 5-6 p.m. on Carrboro’s community station WCOM LP FM 103.5. You can find more information on the show at latijam.jomc.unc.edu/latijam/?cat=10

What is the course’s pedagogy?

Grounded on the critical pedagogy of Brazilian educator Paulo Freire, the course emphasizes critical thinking. Freire’s model centers on dialogue and advocates for an educational practice grounded on theory and committed to social justice.

What ACEJMC core values and competencies does this course will help me develop?

The Accrediting Council on Education in Journalism and Mass Communication requires that all graduates of accrediting programs "should be aware of certain core values and competencies." ACEJMC established twelve learning objectives (see <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>).

The research modality of this course focuses on eight ACEJMC objectives and aims that students will:

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply tools and technologies appropriate for the communications professions in which they work.

What is cultural competence?

Cultural competence is a multidimensional and nonlinear process that involves cognition, affect, and behavior. It comprises four dimensions:

5. *Cultural awareness* requires “developing a critical view of cultural differences, people’s experiences of oppression and marginalization, class differences, discrimination, racism, and becoming aware of one’s cultural biases.”
6. *Cultural knowledge* means “learning about the cultural practices of specific racial or ethnic groups.”
7. *Cultural skills* involve “developing professional practices and behaviors designed to improve service delivery to diverse populations.”
8. *Cultural practice* includes “experiencing other cultures and learning to appreciate diversity in society” (Suárez-Balcazar et al., 2011, p.5).

The course’s goals can only be achieved through the informed and active involvement of students in class discussions. Although I will introduce topics with brief lectures, this is not a lecture class. The learning objectives include the following:

6. Develop “a critical view of cultural differences, people’s (esp. Latina/os’) experiences of oppression and marginalization, class differences, discrimination, racism, and becoming “aware” of your own “cultural biases” (cultural awareness).
7. Put into plain words the most influential concepts and theories of Latina/o media studies (cultural knowledge).
8. Identify the main patterns of the representation of Latina/os in the mainstream media (cultural knowledge).
9. Describe the U.S. Latina/o-oriented media (cultural knowledge).
10. Determine how various groups of Latina/os use mainstream media in everyday life (cultural knowledge).

Such cultural awareness and knowledge will equip you to develop cultural skills and participate in Latina/o cultural practices:

4. Conduct research on Latina/o media studies topics (cultural skills).
5. *Begin to* develop "professional communication practices and behaviors designed to improve" (a) the representation of Latina/os in the media and (b) and “service delivery” to Latina/o communities (cultural skills).
6. *Begin to* experience Latina/o cultures and learn to “appreciate diversity in society” (cultural practice) (the above objectives are based on Suárez-Balcazar and her colleagues’ definition of cultural competence [2011, p.5]).

What are the required readings?

We will read news and journal articles and book chapters from several books. They are available either through E-Reserves (Davis Library's electronic reserves) or through Sakai’s calendar. In addition, we will read materials from corporate websites and the following books, which are available at UNC Student Stores:

Chavez, L. *The Latino Threat*. Stanford: Stanford University Press.

Valdivia, A. (2010). *Latina/os and the Media*. Cambridge: Polity.

Vargas, L. (2009). *Latina Teens, Migration, and Popular Culture*. New York: Peter Lang.

How is learning and teaching going to be evaluated?

In addition to the course evaluations that you will conduct at the end of the semester, you will have a mid-term opportunity to evaluate the course and my work as a teacher.

Peer evaluation. Also, you will have opportunities throughout the semester to respond to the work of your classmates.

What are the assignments?

In addition to regularly attending to class and participating in class discussions, you should read the assigned readings before coming to class. I will provide study guides for such readings the week before the readings are scheduled. The assignments are as follows:

Readings

The class schedule details the required readings for each class period. The primary learning objective is that you practice and improve your skills and strategies to read and comprehend scholarly texts. Another objective is that you become familiar with the information and concepts presented in the readings.

Answers to study guides (10%)

Throughout the semester, you will submit your responses to ten (10) study guides (of your own choice). These answers are due at class time on the date the corresponding reading(s) is assigned. Please either print or hand-write the study guide and hand-write your answers. I will not accept typed answers or emailed answers.

These exercises will help you prepare for classes and exams, but the learning objectives are, first, that you will improve your skills and strategies to read and comprehend scholarly texts. And, second, that you will become familiar with the information and concepts presented in the readings.

You will find study guides under the Resources tab.

I will post study guides for the following week's readings on Wednesdays afternoon. For example, the study guide for the reading by Alcoff, which is assigned for Sept.3, will be posted on Wednesday, Aug. 28.

Answers to each question of the study guides should not exceed 50 words.

Exams (40% - 2 exams at 20% each)

There will be a first and a second exam. The dates for exams are specified in the "Class Schedule." Each exam is worth 20% of the course grade. The second exam will not be comprehensive, that is, it will not cover the readings and lectures of the first part of the semester; however, there are concepts, such as "hybridity," that we will study early in the semester and that we will continue using later on.

The format of the exams will be 10 short-answer questions (50 words max.) and one essay question.

Example short-answer question: "What is Fusion and what is its significance?"

Example probe for an essay question: "Assume that you have been asked to write a brief Wikipedia entry on Latina/o media. Chart the history, current state, and development of Latina/o media. Your essay should include specific data, but it should also be comprehensive (avoid dedicating too much space to specific media such as newspapers or Univision)."

Specific assignments for the service-learning modality

Students enrolled in this modality will study the same material as students in the research modality of JOMC 443 and will also take the two exams. However, **instead of** completing the annotated bibliography and team research project, they will complete the following tasks and assignments:

1. Become a volunteer for the Chapel Hill-Carrboro schools. You should attend an orientation session given by the Carrboro-Chapel Hill schools' volunteers office, which are given every semester at the student union. Requirements and times of the orientation sessions are posted on http://www.chccs.k12.nc.us/site_res_view_template.aspx?id=45906519-900d-494a-b2a9-64bf54193292.

Before you attend the orientation session, fill up the volunteer form available at the same site.

2. Complete a minimum of 30 hours of service-learning activities. You will be assigned to "coach" one teen. Specific information about coaching activities will be given in class, but you should be prepared to spend at least *two hours per week* with your assigned teen during the semester (one of which is during the show) as well as to perform other service-learning activities to complete your 30 hours.

3. Write ten reflective papers. An essential component of service learning is regular reflective writing. So, we will study how to write reflectively early in the semester and will discuss the rubric that I will use to evaluate your journal entries. You will write TEN reflective papers during the semester (on the weeks of your own choice).

Your entries should include (1) the dates and times of your service learning and (2) a 300-word reflection of the activities that you performed for Radio Latijam the *previous* week. Entries should follow a three-part rubric that I will distribute. I will collect journal entries on Tuesdays and return them on Thursdays. You should keep them and submit your complete journal at the end of the semester (see class schedule).

I strongly encourage you to write your entries in Spanish. A sample reflective paper is attached here.

4. Produce two radio shows. Each student will be responsible for the entire production of two radio shows, including working with your teen on a topic, finding an expert to interview, assisting the teen in the preparation of the interviewing guide and coaching her/him on the best way to conduct the interview.

5. Submit a 600-word written version of two radio interviews. These papers will take the form of a newspaper interview in Spanish. The editor of *Qué Pasa* newspaper has agreed to publish the best interviews. These papers are due the week following the airing of the interview.

6. Play a specific role on the service-learning team. One or two students will play each of the following roles:

- 6.1 The *executive producer* will make sure that there is a structured plan for each radio show. Such plan should be written down and posted on WCOM on Fridays before 4:30 p.m. S/he will create a semester-long schedule listing each show and will coordinate unexpected changes to the schedule.
- 6.2 The *director of publicity and public relations* will be in charge of Radio Latijam's Facebook's page and other activities to improve the show's relations with its publics. This member will be responsible for the active use of Facebook during the shows.
- 6.3 The *news director* will be responsible for monitoring news about current events of interest to Latina/o youth and for preparing news bulletins, in Spanish, to be read by the teens during the show. This member should scan, every week, *Hispanic Tips* (<http://www.hispanictips.com>) to find relevant news for the show.

6.4 The *director of co-curricular activities* will be responsible for coordinating activities such as workshops and trips to the UNC and high school campuses.

6.5 The *facilitator* will make sure that communication among team members, and with me and my TA, are optimal; for example, s/he will set up meetings, and will keep me informed about the team's progress. Also, s/he will be responsible for coordinating the use of a Radio Latijam's Google calendar.

7. Give a 25-minute presentation. The presentation will be a discussion of the group's contribution to Radio Latijam and its youth members. Dates for presentations are specified in the course schedule. Begin this assignment by reading the "Checklist for Team Presentations" posted on Sakai.

Audience feedback: I will gather written responses to oral presentations by using the "Audience Evaluation Sheet" posted on Sakai. However, I will not consider these evaluations when determining grades for the assignment, but students will receive these evaluations with the graded report.

Evaluation and grading

You can earn up to 100 points on your work divided as follows:

Class participation	10%
Answers to study guides	10%
Two exams	40% (20% each)
Reflective Journal	20%
Service-Learning	20 %
Total	100%

To determine a grade for your service-learning (20% of your course grade), I will consider the following: attendance to the show, participation in the production of the show, quality of the two shows that you will produce (they must include an interview), performance of your assigned role, and contribution to the team's oral presentation. I will calculate the overall grade for the service-learning component as follows:

Grading of service-learning

Presentation:	5%
Two radio shows produced:	30%
Edited transcripts of two interviews:	15%
Overall service-learning performance:	50%

Grading scale: Assignments will be graded using a 0-100 scale. To calculate your course grade I will use the following scale...

94-100 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-
67-69 = D+
64-66 = D
60-63 = D-
-60 = F

What are the ground rules?

The "Class Schedule" specifies readings for each class and indicates deadlines for assignments. However, I welcome your participation and I would like to incorporate your suggestions to help make the class more interesting and valuable for all.

Grades. Though grades are not negotiable, I give serious consideration to students' concerns about grades. If you have questions about a particular grade, you will need *to talk to me within a week of receiving the grade*. If you dispute a grade, you will need to submit to me a written complaint also *within a week of receiving the grade*.

Laptops, tablets, and PDAs in class policy

Students using PDAs, tablets, and laptops during class for purposes unrelated to class will be considered absent during the class period.

Late papers and make-up policy

All assignments are due at class time. A paper delivered the day the assignment is due, but after class time, is considered late. Papers delivered on-line will not be accepted. Late papers will be penalized one letter grade and will not be accepted later than one week after the due date. To avoid being penalized you would need to provide official proof of your excuse. There will be no make-ups for late Sakai postings or missed in-class exercises.

Attendance policy

You may miss two class sessions without being penalized. Please save such sessions for emergencies and for minor illnesses (e.g., a cold). To avoid being penalized for a third or fourth absence, you will need to provide official documentation. Please note that lateness will be penalized (three late arrivals are equivalent to an absence).

On-line communication policy

The course's teaching assistant and I will do our best to check our email at least once a day, Monday through Friday, between 9:00 AM and 5:00 PM. We will also do our best to respond to your messages by the following day. Please keep in mind *that I will not accept on-line delivery of papers*.

Honor code

You should know and follow UNC's policies regarding academic honesty in this class. I will enforce all these rules. I view all papers as take-home exams and will grade them accordingly. Remember that it is your responsibility to be aware of, and to follow, UNC's policy on plagiarism (see <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>).

Pledge

Please write and sign this pledge on each of your papers: "I have neither given nor received unauthorized assistance on this assignment." All team members need to sign the pledge on the written report of the team work.

Americans with Disabilities Act (ADA)

If you have a disability covered under ADA, please let me know *at the beginning of the semester* of any special needs that you may have to fulfill the course requirements specified in this syllabus.

Please note that both the syllabus and the class schedule are subject to change if unexpected circumstances arise.

Service-Learning – Reflection paper rubric

After visiting WCOM, write a **300-450 word paper** responding to the following probes. Make sure to differentiate between the three different types of responses.

1. *Describe the experience at WCOM and, if you met with your teen this week, during this meeting.* Make sure to include useful details, and try to leave out personal thoughts, feelings, and judgments.
2. *Connect course readings, lectures, and discussions to the experience.* Discuss your experience in terms of concepts and themes covered in your course.
3. *Describe your personal reaction to the experience.* Include your thoughts, feelings, and judgments. Include what you can learn about yourself and your assumptions from what you did and how you reacted. How does the combination of course materials and your work with Radio Latijam relate to you personally and professionally?

Evaluation Rubric

Criteria	Superior (25 points)	Sufficient (20 points)	Minimal (15 points)	Unacceptable (0 points)
Depth of Reflection (60%)	Paper demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Paper demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Paper demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Paper demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Three Components (20%)	Paper includes all three components and meets or exceeds all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly.	Paper includes all components and meets all requirements indicated in the instructions. Each part of the assignment is addressed.	Paper is missing some components and/or does not fully meet the requirements indicated in the instructions. Some parts of the assignment are not addressed.	Paper excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure (20%)	Writing is clear, concise, and well organized with excellent sentence / paragraph construction. Thoughts are expressed in a coherent and logical manner. No spelling, grammar, or syntax errors.	Writing is mostly clear, concise, and well organized with good sentence / paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors.

This handout is a modified version of Western Kentucky University's Service-learning Faculty Handbook. Retrieved from www.wku.edu/alive/.../faculty_handbook_servicelarning.pdf.

JOMC 443 Checklist for Team Presentations

Since the team will be educating the class about the topic, most of the presentation should be dedicated to explain the topic's essential aspects. However, by the day of the presentation team members should be informed enough to be able to offer their own understanding of the issues concerned. Keep in mind that there will be time for Q&A and the way the team handles question will count in the evaluation of your work.

Content

- Have you considered the *educational value* of your presentation for your classmates? *Avoid repeating information that we have already discussed in class.*
- Does the introduction answer the question: What is this presentation about?
- Have you defined the key terms of your topic?
- Does the presentation cover *only* the most pertinent issues? *Avoid cluttering your presentation with related but not essential ideas. Focus on the big picture. One of the most common problems students have is that they try to do too much. You need to include specific examples, but keep details and references for the written report.*

Form

- Have you rehearsed the presentation to make sure that it will take 25 minutes? *To be fair with all teams, I need to enforce time limits and to impose a penalty to those teams taking more time.*
- Does every team member have roughly the same amount of time for his/her contribution? *Students not participating in the presentation will receive zero for this part of the project. Students taking over the presentation will also receive a low grade.*
- Does the presentation have an introductory part in which the topic, the presentation format, and team members are presented? *You may like to wear nametags and have an outline of the presentation in your prezi or powerpoint.*
- Put closure to your presentation by re-stating the main points of the presentation and the team's recommendations.

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- Presentation software:* Are the characters big enough to be read from the back of the room? Do they include sufficient but succinct information? Do they look cluttered? Be especially careful concerning cluttering when presenting charts, lists, and tables.
- If you discuss a newspaper or magazine article or ad, *do not distribute* photocopies of these materials. *Students rarely read these copies and distributing them during the presentation can be distracting.*
- If you choose to show video clips, keep these questions in mind: Are these clips short? Are they on cue? Do you know how to operate the classroom's equipment? Is this equipment ready to be used?
- Post your presentation to the team's discussion forum (Sakai).
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