Introduction to Diversity for Educators
EDF2085: Section 03EB
Fall 2011
Schedule: Thursday, Period 9-11
Little Hall Room 201

Instructor: Angela Dobbins
Email: dobbinad1@ufl.edu
Office: Norman 240
Office Hours: Tuesdays 11:50-12:30, Thursdays 12:00-12:30, and by appointment

General Objectives
This course provides an introduction to the issues of diversity and multiculturalism as they relate to the provision of inclusive educational opportunities for all students in public schools. Prospective teacher education majors and others are provided with knowledge and experiences to increase their understanding of student diversity, inequalities in education associated with ability, gender, language, race, and social class, and the elements of inclusive classrooms and schools that accommodate and respond to the diverse learning needs of all students. This course requires the completion of 30 hours of community or school volunteer service.

Course Description
Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies. A minimum of 30 hours of field-based experience working with diverse populations of children and youth in schools or similar settings is required. The field experience should not be via virtual modes of film or internet.

Text and Readings

Course Requirements

1. Please be prepared for class. This includes reading assigned materials, completing writing assignments, and coming to class with a pen/pencil, paper, and your textbook. Reading assigned chapters and materials is vital to participating in class and online discussions. We will reference/use the textbook regularly during class, so it is important that you bring it with you to every class.
2. **Attendance:** Attendance will be taken during the **first 10 minutes of class every day.** Attendance is mandatory. **Ten points** will be deducted from the final total points for each absence after **2 Absences** are incurred. Students arriving to class after the attendance has been taken **will be counted as absent.** In the event of an absence, it is your responsibility to obtain any missed materials. After 2 absences are incurred, please see instructor if health or other personal issues prevent you from attending class, as accommodations may be possible with the appropriate documentation. It is your responsibility to obtain documentation of your health or personal issue.

3. **Participation and Professionalism:** Each student is expected to complete all readings before class meetings begin, attend all classes on time, complete all assignments on time, as well as participate in class activities and discussions. Sensitive topics will be discussed in class and participation in these discussions is encouraged. Please consider the phrasing of your comments and think about whether the comment will offend anyone else in class before speaking. Class participation is defined to broadly include class attendance, contributions and responses to discussions on the class website, participation in discussions during class, and professional conduct.

4. **Exams:** Understanding of course readings and topics will be assessed with **two exams** (each worth 100 points). Students are required to complete each exam. Exams will consist of multiple choice, matching, short essay, and/or short answer questions that cover material from class activities, discussions, group presentations, lectures, and readings. Please be aware that material not discussed in class, but provided in assigned readings (e.g., chapters in textbook) may be covered on the exam. Make-up exams will only be given in case of an emergency and if a student notifies the instructor **prior** to the exam and provides appropriate documentation of the reason for the absence. If you have any questions about what qualifies as an emergency, please consult the instructor. Failure to speak with the instructor before the exam is given will result in a grade of zero for the missed exam.

5. **Online discussions:** Students are expected to **contribute** and **comment** on the course website to the discussion topics. There will be a total of eight discussion topics that will be presented in class, and will also be available on the course website. Discussion topics will be posted to the course website **every other week.** Specific requirements for each discussion will be posted on the course website. Discussion topic due dates are within the course calendar on the syllabus, as well as on the course website. It is your responsibility to check the course website for updates to discussion topics and due dates. Responses to the discussion topics are due by Friday night at 11:59pm. Each student must, in addition their own personal post, respond to **2** of their peers’ discussion posts. Responses to 2 peers’ post are due Sunday by 11:59pm. All comments should be thoughtful and respectful. Late contributions on the discussion board will not be accepted without prior consent from the instructor. Discussions are worth **5 points each** (total of 40 points).
6. **Volunteer project**: Each student is required to complete **a minimum of 30 hours** of volunteer service at a local community center, human service agency, or school. Each student is responsible for arranging his or her own volunteer experience. The volunteer experience should be completed in a setting that provides learning opportunities with a diverse range of children or youth. The hours served should be spread across the semester (minimum of 10 weeks). In the beginning of the semester, each student is required to submit a volunteer service contract signed by the volunteer supervisor (see schedule for due date). Upon completion of the volunteer service hours, each student must provide the instructor with a **volunteer service log and a signed evaluation form** completed by his or her supervisor. Also, each student must provide a **verification letter** from the supervisor on the agency’s letterhead that includes a phone number and states that 30 hours of volunteer service has been completed satisfactorily. **Failure to complete all 30 hours will results in an E.** This is a mandatory course requirement and not subject to negotiation.

*Volunteer project forms can be found on pages 8-12 of the syllabus.*

7. **Volunteer reflection paper**: Each student is required to complete a reflective paper about the volunteer experiences (2 to 3 pages, double-spaced, 1-inch margins, 12 point Times New Roman font). The reflective paper should describe your experience and relate it to concepts and topics discussed in class. The paper also should include the following information: the agency and its mission, why you chose it, the demographics of the clients served, and your role. The verification letter, evaluation form, service log, and reflective paper are due Thursday, December 1st, 2011. If the verification letter, evaluation form, service log, or reflective paper is not turned in by this date, then it will be considered late and five points will be deducted for each day that it is late. Failure to complete the volunteer service results in a grade of E.

8. **Group presentation**: Students are required to develop and present a group presentation. Students will be assigned to small groups. Each group member is expected to contribute equally to the project. Groups will choose a topic related to student diversity and make a class presentation. Examples of topics include: ability/disability, gender, language, sexual orientation, race/ethnicity, religion, and social class. Students will document individual roles and group meetings used to work on the presentation on a regular basis. Please refer to attached Group Presentation Description and Grading Rubric for additional information.

E-Learning Website
Each student is required to check the class’s e-learning website for updates. Students may access the site through https://online.education.ufl.edu/login/index.php. You may also find the site by going to the UF homepage and typing “COE online” into the search box. Log in using your Gatorlink username and password. This website will have a copy of the course syllabus,
online class discussions, volunteer forms, and other useful information. Students are responsible for class announcements posted on the site by the instructor. EACH STUDENT IS RESPONSIBLE FOR DOWNLOADING CLASS NOTES PRIOR TO CLASS MEETINGS. COPIES WILL NOT BE AVAILABLE IN CLASS.

Accommodating Students with Disabilities:
Students with disabilities who need modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to meet with the instructor as early in the course as possible to identify and plan reasonable and specific accommodations. Students must supply a letter from the Disability Resource Center to assist in planning modifications.

Honor Code
The University of Florida’s policy on academic honesty and plagiarism is in effect for all assignments and exams: “We, the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”
On all work done by students, the following pledge is implied: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

Academic Dishonesty
Cheating or plagiarism in any academic setting is unacceptable. According to the University’s Academic Honesty Guidelines (http://www.dso.ufl.edu/judicial/honorcode.php) Plagiarism is defined as: “The attempt to represent the work of another as the product of one’s own thought, whether the work is published or unpublished, or simply the work of a fellow student.” Cheating is defined as “The improper taking or tendering of any information or material which shall be used to determine academic credit.” Please see the website for procedures that will be followed if cheating or plagiarism is suspected. Upon suspicion of academic dishonesty, you will need to meet with the course instructor and supervising faculty member or the Chair of the School of Special Education, School Psychology, and Early Childhood Studies to discuss the incident and consequences.

Grading
Exams (2 exams, worth 100 points each) 200 points
Group Presentation 100 points
8 Online Discussions (5 points each) 40 points
Volunteer Project 60 points
  Service contract/service log/evaluation/verification letter 30 points
  Reflection paper 30 points
Total Points 400 points

**Note: No partial credit will be offered for completion of Service Contract/Service Log/Evaluation/Verification Letter—All Volunteer Project Paperwork is required.**
**Final grades will be assigned based on the following point scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>376-400</td>
<td>A</td>
</tr>
<tr>
<td>360-375.9</td>
<td>A-</td>
</tr>
<tr>
<td>348-359.9</td>
<td>B+</td>
</tr>
<tr>
<td>332-347.9</td>
<td>B</td>
</tr>
<tr>
<td>320 – 331.9</td>
<td>B-</td>
</tr>
<tr>
<td>308 - 319.9</td>
<td>C+</td>
</tr>
<tr>
<td>296 – 307.9</td>
<td>C</td>
</tr>
<tr>
<td>280 – 295.9</td>
<td>C-</td>
</tr>
<tr>
<td>268 – 279.9</td>
<td>D+</td>
</tr>
<tr>
<td>256 – 267.9</td>
<td>D</td>
</tr>
<tr>
<td>240 – 255.9</td>
<td>D-</td>
</tr>
<tr>
<td>&lt;240%</td>
<td>E</td>
</tr>
</tbody>
</table>

**Course Incompletes:**

A grade of Incomplete “I” will only be given in extreme circumstances (i.e. illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to the University, all incomplete work must be completed by the following semester or you will received a punitive incomplete (i.e. the same as an “E”).
The schedule is **tentative**; changes may be made at the discretion of the instructor. Each student is responsible for ensuring that he or she is aware of any changes. Changes will be announced in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Assignment</th>
<th>Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 1: Education in a Changing Society</td>
<td>Online Discussion*</td>
</tr>
<tr>
<td>2</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Chapter 2: Multicultural Education: Historical and Theoretical Perspectives</td>
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<tr>
<td>3</td>
<td>September 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 3: Culture and the Culture-Learning Process</td>
<td>Online Discussion*</td>
</tr>
<tr>
<td>4</td>
<td>September 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 4: Classroom and Schools as Cultural Crossroads</td>
<td>Volunteer Service Contract</td>
</tr>
<tr>
<td>5</td>
<td>September 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Chapter 5: Intercultural Development: considering the Growth of Self and Others</td>
<td>Group Presentation Part 1</td>
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<td></td>
<td></td>
<td></td>
<td>Online Discussion*</td>
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<tr>
<td>6</td>
<td>September 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td><strong>Exam #1</strong></td>
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<tr>
<td>7</td>
<td>October 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 6: Creating Classrooms That Address Race and Ethnicity</td>
<td>Online Discussion*</td>
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<tr>
<td></td>
<td></td>
<td>Group Presentation 1</td>
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<tr>
<td>8</td>
<td>October 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 7: The Classroom as a Global Community: Nationality and Region</td>
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<td>Group Presentation 2</td>
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<tr>
<td>9</td>
<td>October 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 8: Developing Learning Communities: Language and Learning Style</td>
<td>Online Discussion*</td>
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<td>Group Presentation 3</td>
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<tr>
<td>10</td>
<td>October 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 9: Religious Pluralism in Classrooms</td>
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<td>Group Presentation 4</td>
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<tr>
<td>11</td>
<td>November 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Chapter 10: Developing a Collaborative Classroom: Gender and Sexual Orientation</td>
<td>Online Discussion*</td>
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<tr>
<td>Group Presentation 5</td>
<td>Group Presentation 6</td>
<td>Group Presentation 7</td>
<td>Online Discussion*</td>
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<tr>
<td>12 November 10th</td>
<td>Chapter 11: Creating Developmentally Appropriate Classrooms: The Importance of Age and Developmental Status</td>
<td>Chapter 12: Creating Inclusive Classrooms: The Ability/Disability Continuum and the Health Dimension</td>
<td>No Class</td>
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<tr>
<td></td>
<td>Group Presentation 8</td>
<td></td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>14 November 24th</td>
<td>Chapter 13: Improving Schools for All Children: The Role of Social Class and Social Status in Teaching and Learning</td>
<td>Course Review</td>
<td>Online Discussion*</td>
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<td></td>
<td>Group Presentation 9</td>
<td></td>
<td>Verification letter, Evaluation form, Service log, and Reflective paper</td>
</tr>
<tr>
<td>15 December 1st</td>
<td>Final Exam</td>
<td></td>
<td>December 14th 10:00am-12:00pm</td>
</tr>
</tbody>
</table>

*Prompt response due Friday by 11:59pm, two responses to peers due Sunday by 11:59pm
Volunteer Service

Students are required to complete 30 hours of volunteer service at a local community center, human service agency, or school in a setting that provides learning opportunities with a diverse range of children or youth. Students are responsible for arranging their own volunteer experience. To meet course requirements, students must provide documentation of participation from a supervisor at the volunteer site and complete a reflective paper about the volunteer experience.

Reflective Paper

The reflective paper is an opportunity to think about what you have experienced and learned during your volunteer service. Additionally, the paper is a means to demonstrate your ability to apply concepts and theories related to the course topics of diversity, issues of educational equity, and multiculturalism. **Due December 1.** The paper should be typed, double-spaced, 2-3 pages in length, 1-inch margins, 12 pt. Times New Roman font, and include:

1. The agency, your supervisor’s name, and its mission. (3 pts)
2. Why you chose the site and the demographics of the clients served. (3 pts.)
3. Personal reflections about your activities and experiences at the volunteer site in relation to the concepts, theories, and topics discussed in the course. (12 pts.)
4. Describe and discuss a situation you encountered during your volunteer experience that caused you to consider or re-examine your personal beliefs about human diversity and relate the situation to the concepts, theories, and topics discussed in the course. (12 pts.)

Documentation of Participation in Volunteer Service

You are required to provide documentation of participation from your selected volunteer site. This documentation includes the following:

- A **Volunteer Service Contract Form** that is completed by the student and identifies their respective volunteer site. This form is provided to you in the syllabus. **Due September 15.**
- A **Volunteer Service Log** that is provided to you in the syllabus and completed by the student to reflect specific dates and times that volunteer service was performed at the designated site. **Due December 1.**
- A **Volunteer Verification Letter** that is completed by the supervisor on the agency’s letterhead and verifies that the requirement has been completed satisfactorily. **Due December 1.**
- A **Volunteer Service Evaluation Form** that is provided to you in the syllabus, completed by the site supervisor, and delivered to the course instructor by the due date. **Due December 1.**

Volunteer Service Contract
Course: EDF 2085- Teaching Diverse Populations
Instructor: Angela Dobbins

Student Name: ____________________________________________________________

Agency Name: ____________________________________________________________

Name of Supervisor: ______________________________________________________

Position of Supervisor: ____________________________________________________

Supervisor Contact Information: ____________________________________________

Signature of Supervisor: __________________________________________________

Your signature confirms that you have selected a volunteer site and your reflective paper, verification letter, and evaluation form will stem from that respective site. Signing also declares that you fully understand the volunteer requirements for this course.

____________________________________________
Print Name

____________________________________________
Signature

____________________________________________
Date

Volunteer Service Log
DUE December 1st, 2011

Course: EDF 2085- Teaching Diverse Populations
Instructor: Angela Dobbins
Name of Volunteer: __________________________________________________________

Agency Name: __________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th># of Hours</th>
<th>Summary of Activities</th>
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</table>
Volunteer Service Evaluation Form  
DUE December 1st, 2011

Course: EDF 2085- Teaching Diverse Populations  
Instructor: Angela Dobbins

Name of Volunteer: _______________________________________________________________

Agency Name: __________________________________________________________________

Signature of Supervisor: ___________________________________ Date: ________________

Please rate each item:  

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducted self in a professional manner</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>2. Attended regularly; was dependable</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>3. Followed directions and guidelines/rules</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>4. Showed initiative and accepted responsibility</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>5. Communicated clearly and effectively</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>6. Interacted appropriately</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>7. Accepted feedback and supervision</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>8. OVERALL EVALUATION</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

Please comment on the volunteer’s overall performance:

Please contact course instructor, Angela Dobbins with any questions, comments, or concerns at dobbinad1@ufl.edu.

Thank you for completing this form and providing volunteer opportunities to students involved in course work at the University of Florida’s College of Education!
Example of Verification Letter, Typed on Letterhead

A similar document should be completed by your supervisor on the agency’s letterhead. They may give that form to you to turn in on December 1st, 2011.

Jones Elementary School
“Education is our mission”

5 Hill Street
Gainesville, FL 32608

March 15, 2005

Ms. Helen Jones
Teacher
Jones Elementary
123 International Lane
Gainesville, FL 32608

To whom it may concern:

John Smith successfully completed 30 volunteer hours a Jones Elementary in the Spring 2010 semester. It was a pleasure to have him here. Please contact me with any questions.

Sincerely,

Helen Jones

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Group Presentation
The components of the project are split into 2 Parts plus Participation Points-
Part 1: Individual description/analysis of a scholarly journal article related to the topic assigned the group [30 points].

Group members should EACH identify ONE scholarly journal article related to the topic. A brief synopsis of the article and reference information should be provided and turned in to the instructor. (PART 1 DUE: SEPT. 22nd)

The article summary should be 2 pages long (double-spaced) and include the following:

_____ Central theme or research question (e.g., hypotheses)
_____ Research method (e.g., data collected, demographics of participants, instruments used, procedure)
_____ Results (e.g., was hypothesis supported?)
_____ Describe your reaction (opinion of the application/validity of the research)
_____ Citation in APA format (authors, year of publication, article title, journal name, volume and issue numbers, page numbers).

Part II. Presentation [50 points]: Presentations should be around 45 minutes in length.

Presentations should include the following:

_____ 1) Please provide a brief description of the group (demographics, characteristics, etc). Information related to the topic that reflects current issues and goes beyond material discussed in class. Please include specific examples of how material applies to teaching and serving students.

_____ 2) At least two auditory/visual aids (PowerPoint, poster, videos, audio, etc.) to present the material to the class in an interactive manner.

_____ 3) One group activity related to the topic, lasting at least 15, but no more than 20 minutes (e.g., Jeopardy, class discussion, debate, etc).

_____ 4) A copy of the PowerPoint presentation for each class member. This should be sent electronically to the instructor at least one week prior to the presentation. It will be made available on the course website.

Participation [20 points]: Each member is expected to substantially contribute to the group’s preparation and during the classroom presentation. At the end of the presentation, members will have a chance to evaluate their own contributions, as well as the contributions of all group members. This input will be considered when participation grades are assigned by the instructor.

Group members will be given class time to meet and work on the presentation. **Each group must complete a copy of the Group Meeting Form for each formal meeting held to work on the project in order to keep track of member participation and stay organized. Members should meet at least four times (5 points/meeting) to earn the possibility of the full 20 participation
points. Groups should turn in completed Group Meeting Forms regularly to the instructor after meetings are held.

Total points possible for Group Presentation: 100 pts. (Includes Part I: 30 pts.; Part II: 50 pts., Participation: 20 pts)
Group Presentation Rubric

Completed by Instructor

Group Topic: ____________________________  Presentation Date: ____________________________

Group Member Evaluated:

Other Group Members:

Part I. Description and analysis of scholarly journal articles related to the topic [30 points]: Group members should EACH identify ONE scholarly journal article related to the topic. A brief synopsis of each article and reference information should be provided. Group members are awarded points solely on their individual article summary.

Each article summary should be 2 pages long (double-spaced) and include the following:

- Central theme or research question (e.g., hypotheses)
- Research method (e.g., data collected, demographics of participants, instruments used, procedure)
- Results (e.g., was hypothesis supported?)
- Describe your reaction (opinion of the application/validity of the research)
- Citation in APA format (authors, year of publication, article title, journal name, volume and issue numbers, page numbers).

Part II. Presentation [50 points]: Presentations should be around 45 minutes in length. Presentations should include the following:

1) Information related to the topic that reflects current issues and goes beyond material discussed in class. Please include specific examples of how material applies to teaching and serving students. Please provide a brief description of the group (demographics, characteristics, etc).

2) At least two auditory/visual aids (PowerPoint, poster, videos, audio, etc.)

3) One group activity related to the topic, lasting at least 15, but no more than 20 minutes (e.g., Jeopardy, class discussion, debate, etc).

4) A copy of the PowerPoint presentation for each class member. This should be sent electronically to the instructor prior to the presentation. It will be made available on the course website.

Points awarded for parts I &II combined: ______________ [80 possible]

Participation [20 points]: Each member is expected to substantially contribute to the group’s preparation and during the classroom presentation. At the end of the presentation, members will have a chance to evaluate their own contributions, as well as the contributions of other group members. This input will be considered when participation grades are assigned by the instructor.
Group Rating Form

Now you will have an opportunity to rate each of your group members. Please be as fair and honest as possible. Responses will remain confidential and will be considered when the instructor assigns participation points.

Each student has an opportunity to earn up to 20 points for participation. What score (out of 20 points possible) would you award each group member?

MY NAME: __________________________
Group Topic: _________________________

Member Name: ______________________ Score: _________________
Member Name: ______________________ Score: _________________
Member Name: ______________________ Score: _________________
Member Name: ______________________ Score: _________________
Member Name: ______________________ Score: _________________
Member Name: ______________________ Score: _________________

*Remember, 20 points are possible

If you gave someone less than 20 points, please describe your reason here:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Extra comments:
Group Meeting Form

As a group, complete this during your weekly group meeting. A form must be completed for each meeting. All forms must be turned in on the date of your presentation.

Members Present:


Date/Time/Meeting Place:


How long did your group meet?


Were all members present? If not, why?


Tasks/Activities Accomplished:


Plans/goals for the next meeting:


