Instructor: Natasha Parekh  
Email: tash41@ufl.edu  
Office: Norman Hall 240  
Office Hours: Monday 10:30-11:30 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 is mandatory and will be taken during the **first 10 minutes of class every day.** You are allowed three (3) “free” absences, to be used at your own discretion. **Ten points** will be deducted from the final total points for each absence **after**
3 absences are incurred. Therefore, it is recommended that students save the three free absences for unexpected issues that may arise such as sickness, funerals, travel, etc. **Tardiness:** 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 3 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. There will not be a discussion post due every week so please check the course website frequently to keep up with postings. 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. With the exception of Discussion #1, responses to the discussion topics for the week are due by Friday night at 11:59pm. Each student must, in addition to 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 signed volunteer service log and a signed evaluation form completed by his or her supervisor. Each student must obtain an overall satisfactory rating from the volunteer supervisor to successfully complete the service requirement. It is expected that each student conducts themselves in a professional manner while volunteering with each agency. Each student must also 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 satisfactorily complete all 30 hours will result in an E. This is a mandatory course requirement and not subject to negotiation.

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 **Wednesday, April 23rd, 2014**. 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 satisfactorily complete ALL volunteer service project components will result 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, research and find scholarly journal articles related to the topic, 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](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**
  - 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:

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<tr>
<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>376-400pts</td>
<td>A</td>
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<td>94.0-100%</td>
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<tr>
<td>360-375.9pts</td>
<td>A-</td>
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<tr>
<td>90.0&lt;-94.0%</td>
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<tr>
<td>348-359.9pts</td>
<td>B+</td>
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<tr>
<td>87.0&lt;-90.0%</td>
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<tr>
<td>332-347.9pts</td>
<td>B</td>
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<tr>
<td>83.0&lt;-87.0%</td>
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<tr>
<td>320 – 331.9pts</td>
<td>B-</td>
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<tr>
<td>80.0&lt;-83.0%</td>
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<tr>
<td>308 - 319.9pts</td>
<td>C+</td>
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<tr>
<td>77.0&lt;-80.0%</td>
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<tr>
<td>296 – 307.9pts</td>
<td>C</td>
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<td>74.0&lt;-76.9%</td>
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<tr>
<td>280 – 295.9pts</td>
<td>C-</td>
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<tr>
<td>70.0&lt;-74.0%</td>
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<tr>
<td>268 – 279.9pts</td>
<td>D+</td>
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<tr>
<td>67.0&lt;-70.0%</td>
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<tr>
<td>256 – 267.9pts</td>
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<tr>
<td>64.0&lt;-67.0%</td>
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<tr>
<td>240 – 255.9pts</td>
<td>D-</td>
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<tr>
<td>60.0&lt;-64.0%</td>
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<tr>
<td>&lt;240pts</td>
<td>E</td>
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<td>&lt;60.0%</td>
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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 receive 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.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 6 (M)</td>
<td>Course Introduction and Syllabus</td>
<td>Due in class 1/13: Think about topics for group presentations</td>
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<tr>
<td></td>
<td>Jan 8 (W)</td>
<td>Chapter 1: Education in a Changing Society Reference/Citation Review</td>
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<td>Jan 10 (F)</td>
<td>Online Discussion*</td>
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<td>2</td>
<td>Jan 13 (M)</td>
<td>Chapter 2: Historical and Theoretical Perspectives</td>
<td>Submit preferences for group presentations (Please rank order all 7 options).</td>
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<td>Jan 15 (W)</td>
<td>Chapter 3: Culture and the Culture Learning Process</td>
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<td>Jan 17 (F)</td>
<td>Online Discussion*</td>
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<td>3</td>
<td>Jan 20 (M)</td>
<td>NO CLASS: UF Holiday</td>
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<td></td>
<td>Jan 22 (W)</td>
<td>Chapter 3: Culture and the Culture Learning Process</td>
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<td>Jan 24 (F)</td>
<td>Online Discussion*</td>
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<tr>
<td>4</td>
<td>Jan 27 (M)</td>
<td>Chapter 4: Classrooms and Schools as Cultural Crossroads</td>
<td>Project Part 1 Due</td>
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<td>Jan 29 (W)</td>
<td>Chapter 4: Classrooms and Schools as Cultural Crossroads</td>
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<td>Jan 31 (F)</td>
<td>Online Discussion*</td>
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<td>5</td>
<td>Feb 3 (M)</td>
<td>Chapter 5: Considering the Growth of Self and Others</td>
<td>Volunteer Service Contract Due</td>
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<tr>
<td></td>
<td>Feb 5 (W)</td>
<td>Chapter 5: Considering the Growth of Self and Others</td>
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<td>Feb 7 (F)</td>
<td>Online Discussion*</td>
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<td>6</td>
<td>Feb 10 (M)</td>
<td><strong>EXAM 1</strong></td>
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<td>Feb 12 (W)</td>
<td>Chapter 7: Nationality and Region</td>
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<td>Feb 14 (F)</td>
<td>Online Discussion</td>
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<td>7</td>
<td>Feb 17 (M)</td>
<td>NO CLASS: Meet in groups</td>
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<td>Feb 19 (W)</td>
<td>In class group meeting</td>
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<td>Date</td>
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<td>Feb 21 (F)</td>
<td>Online Discussion*</td>
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<td>8</td>
<td>Feb 24 (M) Group Presentation 1</td>
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<td>Feb 26 (W) Chapter 13: The Role of Social Class and Social Status in Teaching and Learning</td>
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<td>Feb 28 (F) Online Discussion*</td>
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<td>Mar 3 (M)</td>
<td>UF SPRING BREAK!</td>
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<tr>
<td>Mar 5 (W)</td>
<td>No class</td>
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<td>Mar 7 (F)</td>
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<td>9</td>
<td>Mar 10 (M) Group Presentation 2</td>
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<td>Mar 12 (W) Chapter 6: Creating Classrooms that Address Race and Ethnicity</td>
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<td>Mar 14 (F) Online Discussion*</td>
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<td>10</td>
<td>Mar 17 (M) Group Presentation 3</td>
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<td>Mar 19 (W) Chapter 8: Language and Learning Style</td>
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<td>Mar 21 (F) Online Discussion*</td>
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<td>11</td>
<td>Mar 24 (M) Group Presentation 4</td>
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<td>Mar 26 (W) Chapter 9: Religious Pluralism in Secular Classrooms</td>
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<td>Mar 28 (F) Online Discussion*</td>
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<td>12</td>
<td>Mar 31 (M) Group Presentation 5</td>
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<td>April 2 (W) Chapter 10: Gender and Sexual Orientation</td>
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<td>April 4 (F) Online Discussion*</td>
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<td>13</td>
<td>April 7 (M) Group Presentation 6</td>
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<td>April 9 (W) Chapter 11: The Importance of Age and Developmental Status</td>
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<td>April 11 (F) Online Discussion*</td>
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<td>14</td>
<td>April 14 (M) Group Presentation 7</td>
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<td>April 16 (W) Chapter 12: The Ability/Disability Continuum and the Health Dimension</td>
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<td>April 18 (F) Online Discussion*</td>
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<td>15</td>
<td>April 21 (M) Course Review/ catch up</td>
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<td>April 23 (W) Verification letter, evaluation form, service log, and reflection paper due</td>
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<td>May 1 (T), 12:30-2:30pm</td>
<td>EXAM 2</td>
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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. This paper is due April 23rd, 2014. 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 February 3rd.
- 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 April 23rd.
- 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 April 23rd.
- 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. An overall satisfactory rating must be obtained on the evaluation to successfully complete the project. Due April 23rd.
Volunteer Service Contract
DUE February 3rd, 2014

Course: EDF 2085- Teaching Diverse Populations
Instructor: Natasha Parekh, tash41@ufl.edu

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 Contact Information

January 27, 2014

To Whom It May Concern:

Thank you for agreeing to serve as a volunteer supervisor for the UF College of Education’s course *Teaching Diverse Populations* (EDF2085). 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.

Each student is required to complete a minimum of 30 hours of volunteer service at a local community center, human service agency, or school. Students are asked to complete their respective volunteer experiences in a setting that provides learning opportunities with a diverse range of children or youth. They are asked also to spread their volunteer hours across the semester (over a minimum of ten weeks). In the beginning of the semester, students are required to submit a volunteer service contract signed by the volunteer supervisor. They also are required to submit a signed service log as well as an evaluation form and verification letter completed by the volunteer supervisor, at the end of the semester.

Below please find my contact information as well as your student volunteer’s contact information. Please feel free to contact me anytime with questions or concerns. Thank you again for providing supervision to our students. We greatly appreciate your time and commitment.

Sincerely,

Natasha Parekh

Volunteer Contact Information

*Teaching Diverse Populations (EDF2085: Section 1317)*

**Instructor Contact Information**
Name: Natasha Parekh  
E-mail: tash41@ufl.edu

**Student Contact Information**
Name: _______________________________  
E-mail: _______________________________
Volunteer Service Log  
DUE April 23rd, 2014

Course: EDF 2085- Teaching Diverse Populations  
Instructor: Natasha Parekh, tash41@ufl.edu  
Name of Volunteer: _____________________________________________________________

Agency Name: ________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th># of Hours</th>
<th>Summary of Activities</th>
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Volunteer Service Evaluation Form
DUE April 23rd, 2014

Course: EDF 2085- Teaching Diverse Populations
Instructor: Natasha Parekh, tash41@ufl.edu

Name of Volunteer: _____________________________________________________________

Agency Name: __________________________________________________________________

Signature of Supervisor: ___________________________  Date: _______________

Please rate each item:

1. Conducted self in a professional manner  E  S  NI
2. Attended regularly; was dependable  E  S  NI
3. Followed directions and guidelines/rules  E  S  NI
4. Showed initiative and accepted responsibility  E  S  NI
5. Communicated clearly and effectively  E  S  NI
6. Interacted appropriately  E  S  NI
7. Accepted feedback and supervision  E  S  NI
8. OVERALL EVALUATION  E  S  NI

Please comment on the volunteer’s overall performance:

Please contact course instructor, Natasha Parekh with any questions, comments, or concerns at tash41@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 April 23rd, 2014*

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**Jones Elementary School**

“Education is our mission”

5 Hill Street
Gainesville, FL 32608

November 15, 2012

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

To whom it may concern:

John Smith successfully completed 30 volunteer hours at Jones Elementary in the Spring 2012 semester. It was a pleasure to have him here. Please contact me with any questions.

Sincerely,

Helen Jones
**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 [50 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: January 22nd)**

**The article summary must 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 [30 points]:** Presentations should be around **45 minutes** in length.

Presentations must 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. Information from articles selected for Part I should be the focus. 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: 50 pts.; Part II: 30 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

[50 points]: Group members must 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 must 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 [30 points]: Presentations must be around 45 minutes in length.

Presentations must include the following:

_____ 1) Information related to the topic that reflects current issues and goes beyond material discussed in class. Information from articles selected for Part I should be the focus. 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.

Comments: __________________________________________

________________________________________Final Score: __________/100
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: ______________

*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:

______________________________________________________________________________

______________________________________________________________________________

________________________