PLYMOUTH STATE UNIVERSITY
of the University System of New Hampshire

Course Number: ED 5000
Course Title: Social Behavior in a Diverse Society

Instructor: Dr. Alan Knobloch
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Skype: SASKnobloch

Course Description: Recognizing that social behavior occurs within an intercultural context, students will develop the basic knowledge foundations necessary to understand and influence social behavior in a diverse society. Texts, readings and learning modules have been chosen and/or designed to facilitate the student’s ability to understand the nature of social behavior cross culturally.

Content Areas:

1. Social Perception
2. Social Cognition
3. Attitudes
4. Prejudice, Discrimination and Bias Reduction
5. Relationships
7. Pro-social Behavior
8. Social Exchange (conflict, competition, negotiation, fairness)
9. Aggression
10. Cultural Diversity
11. Individual and Group Behavior
12. Environmental Influences
13. Taoist perspectives on Understanding and Influencing Social Behavior

Social Behavior and Diversity:
Cross-cultural modules/problem solving activities will be used extensively to develop student insight/competency within the “Content Areas” (above). Areas of focus include, but are not limited to: nonverbal behaviors (touching, gestures, facial expressions, etc.); vocal expression; personal space/distance; diversity in relationships; male vs. female differences; ethnicity and self-esteem; time orientations; the self-fulfilling prophecy; stereotypes; cultural display rules; love/relationships across cultures; conflict styles; age, values, perception and behavior; cultural characteristics of White, Latino/Latina, Asian, African American and Native Americans; collectivistic vs. individualistic orientations; cross cultural face work; familism; variations in behavioral norms; contextual differences in culture; and role conflicts; social justice/restorative justice.

Methods of Instruction:
Lecture, online discussion, experientially oriented exercises, research, problem solving, student led textual reviews.

Attendance
Students are expected to participate every week through readings, viewing lectures and videos, posting application responses and responding to classmates postings. If you are unable to participate in a particular week, notify the instructor preferably in advance.

Required Texts:


Additional Readings and Presentations:
Articles, readings as prescribed (see article reading schedule).

Knowledge and Skills Course Outcomes:

Note: The “Comprehensive Course Portfolio” will be constructed in such a way that it clearly reflects the acquisition of the knowledge foundations, skills, and course outcomes reflected in the following course objectives. Please see “Social Behavior in a Diverse Society Rubric.”
By the conclusion of the course, the student will be able to:

Develop and apply knowledge foundations which can lead toward the creation of social environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender and ability.

Promote and apply communicative processes in ways that demonstrate sensitivity to all learners.

Understand the concepts of role, status and social class (recognizing the connections and interactions of individuals, groups and institutions in society), and apply that knowledge toward examining and addressing a human relations problem.

Understand the concept of race and race history within the United States and its’ influence on social and intellectual behavior.

Develop an understanding of behaviors which lead toward an effective interpersonal response (i.e., behaviors which enable the individual to respond with sensitivity; respect; interest; insight; and trustworthiness), and apply that understanding toward examining and addressing a human relations problem.

Demonstrate an understanding and respect for cultural, linguistic and ethnic diversity.

Develop and demonstrate a knowledge foundations that would enable one to create a challenging, dynamic, safe learning community... one that is sensitive to the full range of student diversity and encourages openness, tolerance, caring, collaboration, and self-motivation.

Recognize and responds appropriately to differences in family structures; social and cultural backgrounds.

Understand and apply strategies that support behavioral change.

By the end of the course, the student will be able to understand and apply theory/literature regarding:

Social Cognition.

Attitude Formation/Change.

The Development of Relationships.

The Development and Reduction of Prejudice/Discrimination/Bias.

Social Influence.

Prosocial Behavior/Conflict Resolution.

Aggression.

Group Behavior.

The Relationship Between Age, Values, Perception and Behavior.

Environmental Influences on Behavior.

Taoist Perspectives.

Issues Involving Restorative and Social Justice.

Student Performance Evaluation Criteria and Procedures:

1. Satisfactory completion of “Comprehensive Course Portfolio.” (See Rubric) – 60% of final grade
2. Actively contributing to the online discussions every week including completing application postings and responding to classmates. – 30% of final grade
3. Finding, summarizing, and responding to additional resources. – 10% of final grade

All work is due in the week assigned. Portfolio is due on November, 30.

“Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with the PASS office in Lamson library (535-2270). If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that the accommodations can be reviewed.”
SCHEDULE OF RESOURCES and MAJOR ASSIGNMENTS

Social Behavior in a Diverse Society
Additional resources may be assigned
<table>
<thead>
<tr>
<th>Week 1 (Sept. 1 to 7)</th>
<th>Resources</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Chapter 2 – <em>Social Psychology</em></td>
<td>Introduction Post</td>
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<td></td>
<td>Video – “Unity in Diversity” (Aslan) <a href="http://www.youtube.com/watch?v=VgLAzwgizdk">http://www.youtube.com/watch?v=VgLAzwgizdk</a></td>
<td>Find and Summarize Resource</td>
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<tr>
<td>Week 2 (Sept. 8 to 14)</td>
<td>Resources</td>
<td>Assignments</td>
</tr>
<tr>
<td>Social Perception</td>
<td>Chapter 3 – <em>Social Psychology</em></td>
<td>Application Post &amp; Response</td>
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<tr>
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<td>Resource – Read/listen to, at least, two resources posted by classmates</td>
<td>Resource Post</td>
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<td>Problem Statement Due</td>
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<tr>
<td>Week 3 (Sept 15 to 21)</td>
<td>Resources</td>
<td>Assignments</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Book Section – “The Guiding Principles of Cultural Competency”</td>
<td>Chapter Summary (for portfolio)</td>
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<td>Book Section – “Cultural Problems and Intercultural Growth: My American Journey”</td>
<td>Application Post &amp; Response</td>
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<td>Video – “Cultural Competence: Managing Your Prejudices” (Price-Wise) <a href="http://www.youtube.com/watch?v=E1MI_h0H1cw">http://www.youtube.com/watch?v=E1MI_h0H1cw</a></td>
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<td>Week 4 (Sept. 22 to 28)</td>
<td>Resources</td>
<td>Assignments</td>
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<tr>
<td>Attitudes</td>
<td>Chapter 5 – <em>Social Psychology</em></td>
<td>Application Post &amp; Response</td>
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<td>Article – “What to Do About Your Teenagers’ Eye Roll” (Willis)</td>
<td>Find and Summarize Resource</td>
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<td>Week 5 (Sept. 29 to Oct. 5)</td>
<td>Resources</td>
<td>Assignments</td>
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<tr>
<td>Diversity</td>
<td>Resource – Read/listen to, at least, two resources posted by classmates</td>
<td>Resource Post &amp; Respond</td>
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<td></td>
<td>Article – “Counseling Across Borders” (Moffat)</td>
<td>Work on Portfolio</td>
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<td>Article – “The Myth of the Culture of Poverty” (Gorski)</td>
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<td>Week 6 (Oct. 6 to Oct. 12)</td>
<td>Resources</td>
<td>Assignments</td>
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<tr>
<td>Stereotyping, Prejudice, and Discrimination</td>
<td>Chapter 6 – <em>Social Psychology</em></td>
<td>Application Post &amp; Response</td>
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<td>Blog Post – “Confronting the Inequality Juggernaut: A Q&amp;A With Jonathan Kozol” (Cody)</td>
<td>Work on Portfolio</td>
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<td>Article – “Still Separate, Still Unequal: America’s Educational Apartheid” (Kozol)</td>
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<td>Week 7 (Oct. 13 to Oct. 19)</td>
<td>Resources</td>
<td>Assignments</td>
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<td>Changing Others’ Behavior</td>
<td>Chapter 8 – <em>Social Psychology</em></td>
<td>Application Post &amp; Response</td>
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<td>Article – “Power Tactics” (Martin and Sims)</td>
<td>Work on Portfolio</td>
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<td>Article – “Peer Pressure for Teens Pave the Way to Adulthood” (Wang)</td>
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<tr>
<td>Week 8 (Oct. 20 to Oct. 26)</td>
<td>Resources</td>
<td>Assignments</td>
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<tr>
<td>Helping Others</td>
<td>Chapter 9 – <em>Social Psychology</em></td>
<td>Application Post &amp; Response</td>
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<td>Article – “Harnessing Positive Peer Pressure to Create Altruism” (Rosenberg)</td>
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<td>Article – “Best Practices: Creating a LGBT-Inclusive Climate”</td>
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<td>Week 9 (Oct. 27 to Nov. 2)</td>
<td>Resources</td>
<td>Assignments</td>
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<tr>
<td>Diversity</td>
<td>Resource – Read/listen to, at least, two resources posted by classmates</td>
<td>Resource Post &amp; Respond</td>
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<td>Article “One Nation, Many Gods” (Kilman)</td>
<td>Work on Portfolio</td>
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<td>Article - “I Am Adam Lanza’s Mother” (Long)</td>
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<tr>
<th>Week 10 (Nov. 3 to Nov. 9)</th>
<th>Resources</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Aggression</td>
<td>Chapter 10 – Social Psychology</td>
<td>Application Post &amp; Response</td>
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<td>Article - “As Bullying Goes Digital, Parents Play Catch Up” (Hoffman)</td>
<td>Work on Portfolio</td>
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<td>Article – “Restorative Justice” p.7-16 (Alameda)</td>
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<td>Video – “Introducing Restorative Justice for Oakland Youth” (Friedman)</td>
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<td><a href="http://www.youtube.com/watch?v=ZtdoWo1D3sY">http://www.youtube.com/watch?v=ZtdoWo1D3sY</a></td>
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<tr>
<th>Week 11 (Nov. 10 to Nov. 16)</th>
<th>Resources</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Groups and Individuals</td>
<td>Chapter 11 – Social Psychology</td>
<td>Application Post &amp; Response</td>
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<td></td>
<td>Video – “The Pathology of Privilege: Racism, White Denial &amp; the Cost of Inequity” by Tim Wise</td>
<td>Find and Summarize Resource</td>
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<td><a href="http://www.youtube.com/watch?v=YN8pmhQwcnY">http://www.youtube.com/watch?v=YN8pmhQwcnY</a></td>
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<tr>
<th>Week 12 (Nov. 17 to Nov. 23)</th>
<th>Resources</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Personal Happiness</td>
<td>Chapter 12 – Social Psychology, p. 420-427</td>
<td>Application Post &amp; Response</td>
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<td></td>
<td>Resource – Read/listen to, at least, two resources posted by classmates</td>
<td>Resource Post</td>
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<tr>
<th>Week 13 (Nov. 24 to Nov. 30)</th>
<th>Resources</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>None</td>
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<td>Finish Portfolio</td>
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**Note:** *The Tao of Leadership should be read periodically throughout the course.* An application post will required near the end of the course.

**COURSE ASSIGNMENTS**

**Comprehensive Portfolio Development:**

The student will have the option of either addressing a problem presented in the course or developing a unique problem related to their primary area of study (i.e., within their Education major) in which issues related to ethnic/cultural diversity are central. The prescribed method for addressing the problem will be through the development of a “comprehensive course portfolio.” The portfolio will include documents, which relate all relevant/pertinent material presented in the course (through readings and class presentations) toward:

1) comprehensively identifying the dynamics contributing toward the existence of the problem and  
2) developing a comprehensive, effective resolution to the problem.

The portfolio will be typed and prepared to be presented as an artifact demonstrating the development of competencies related to understanding and addressing issues involving “social behavior in a diverse society.” Regarding data to be included in the portfolio, consideration should be given to all readings and all class presentations.

**A. Personally Constructed Problem Statements:** Recall a time where you had difficulty connecting with a student, a parent, a colleague or encountered a situation you wish had gone better due to issue related to diversity; ethnicity, race, language, culture, gender and/or ability. See sample problem statements below. Personally constructed problem statements must be of similar complexity and be approved by the instructor.
I have always considered myself to be an individual who is open and accepting when it comes to racial, ethnic and cultural differences. My upbringing, having lived in different parts of the United States, has allowed me to experience a wide range of social behaviors. I have always been concerned about issues involving prejudice and discrimination, and have generally maintained that said issues were problems for others, and not me. Now, as a result of the following experience I’m not sure….

In my role as a (identify role), I was part of a team recommending that a black _____ grade boy be referred to a remedial ________ program. For the referral to be facilitated parental permission was needed. The student’s black mother refused to grant permission, suggesting that “minority children were often singled out for programs like this.” She felt that the referral was absolutely unnecessary and that her son “would do just fine without it.” She said that she “would not act complicity in a process that was victimizing her son based on race!”

Wow! Her remark hit me like a hammer. Her words caused me question my perceptions. She left me wondering what other words, actions and experiences may have led her to believe that I might in any way be biased in my thinking. Had I unconsciously singled him out on the basis of race, ethnicity, and/or something else?

It is my intent to better understand the perceptions/cognitions of both myself and the black mother, and to develop strategies that may ultimately facilitate my growth and the social and educational development of the child.

Growing up in New Hampshire and having come from a family where traveling meant a car ride to Vermont or Maine to visit relatives, I did not experience a lot of racial diversity. Between my first and twelfth grade years, there were probably two families in my school system that were African-American. We had exchange students off and on in our school, but most were from Western Europe (Finland, Denmark, France, Sweden) with an occasional student from Japan. So imagine my surprise that my first job as a (identify role) would be in an urban setting with about 40% Euro-Americans, 30% African-Americans, 25% Latino-Americans, and 5% Asian-Americans. Wow – a real eye-opener for me! I had taken classes in my graduate work relating to diversity in America, but was shocked at how these different populations really viewed each other.
One of my first big issues was to deal with seemingly racially divided groups of girls that were fighting with each other. They had developed into gangs of their own race and were warring over such things as which hallways & bathrooms they would use in the school, which sports teams they would be part of, and which group had access to the senior lounge area. Quite often the girls would show up at school bragging about the cuts, bruises, and wounds they had received the previous night from fighting with another gang. In this school, a girl had no choice but to be part of some group in order to survive. The fear and tension that this produced was leading to a high drop-out rate, and to low academic performance among the girls.

I was up for a big challenge, but with my limited background, could I really understand what these girls were going through? Would I be able to correctly identify the underlying causes of this racial divide, and then have the ability to help bring these groups together? Would I really be able to help these girls have a chance at living up to their potentials? It was a situation definitely worthy of my best effort.

Sample Problem Statement (Hypothetical)
(for Comprehensive Course Portfolio)

The other day as I (identify role) walked past the door of the computer lab, I overheard a female student crying. She was sitting in front of a computer and on the screen was an instant messaging program. As I approached this student I realized who it was. She and her brother were the only Middle Eastern students in our school/community. These siblings had experienced issues in the past. While they were United States citizens, the sister chose to dress in traditional clothing. The school is over 98% white, and most peers had not been exposed to peers of different races and ethnicities (beyond what they saw on television or in the movies). These siblings had moved with their parents to our community last year. Their fellow students and community members knew little of the customs, beliefs and traditions embraced by these students and their parents.

As I knocked on the door of the computer lab, the female student startled and quickly tried to wipe tears from her eyes, and turned around to face me. I enquired as to what the problem was. After a little coaxing and reassuring, the student revealed that she had discovered an entire web site that had been created to insult and threaten her. The site contained abusive statements regarding her weight; religion (and even a date for her death). The site also had a page with a collage of photos with the words “terrorists” and “fatty” covering each picture. The student found out about the web site when a fellow student sent her an instant message (with the website attached). I then asked if I could look at the website. The student agreed and upon reviewing the pages, I quickly discovered that they appeared to reflect bullying, racism, harassment and more!

Discovering this really opened my eyes. We as a school and community had tried to be proactive and open about diversity and being accepting toward all people. I was unsure of the best way to handle this situation. What words could I say to alleviate her pain and fear? How could I console her? How would I pursue this situation to insure that in the future it would not happen again? What would be the best course of action for me to take to bring this issue to light with the rest of the school community? I also wanted to make sure that this situation was addressed quickly and correctly, so that other students would know that this type of behavior is not allowed.

It is my hope to learn as much as I can about why this situation occurred so that I might develop and implement a plan to facilitate the educational, social and emotional development of the students, teachers and members of my community.

C. Some Of The Major Topical Areas Presented In Class That Students Should Strive To Include In Appropriate Sections Of Their Portfolio:

1. Diversity Defined
2. “Demographics, Diversity and Democracy”
3. Existing Discrimination
4. Culture and the Fundamental Attribution Error
5. Gestalt Processing
6. Issues Related to “Face”
7. Language Related Issues (including nonverbal communication cross culturally)
8. Cognition and Perception
9. Self-fulfilling Prophecy
10. Stereotype Threat
11. Race and Biological/Genetic Difference
12. Behavioral Models for Learning; Strengths and Deficiencies
13. Ego Based Motivation
14. Eastern Orientations and the Ego
15. Age
16. “White Guilt”
17. Prejudice (Theoretical, Historical, School Curriculum and Personal)
18. “White Privilege”
C. Model for Comprehensive Course Portfolio Development

Overview:
All material must be typed, sequenced and collated using an outline format and placed in distinct folders which represent the major sections of the portfolio.

Overview of Major Portfolio Sections:
The portfolio will be divided into 3 major sections. Each section will represent major focal points reflected in the portfolio. “Section A” will reflect “The Problem Statement;” “Section B” will reflect the student’s identification of variables that contribute toward the existence of the problem; and “Section C” will reflect the processes identified to resolve the problem.

Description of Section A:
The problem statement chosen by the student will be included in Section A. The student will either utilize the “given hypothetical problem statement” (as applied to the student’s discipline) or a personally constructed problem statement (as applied to the student’s chosen professional role). The problem statement will be placed in a folder labeled, “Section A, Problem Statement.”

Description of Section B:
The focus of Section B is to comprehensively identify and list variables which contribute toward the existence of the “problem” (as described in Section A).

It is recommended that the student personalize the process, whenever possible, by hypothetically assuming the role of the leader who is attempting to identify the variables contributing toward the problem’s existence. Thus, the student should relate all theory reviewed to how she/he may, as reflected in theory, contribute toward the existence of the stated problem. The primary folder for Section B should be labeled, “Section B, Contributory Variables.”

Four Separate Sections (related to identifying all variables which contribute toward the existence of the problem) should be placed in “Section B.”

“Section I,” in prescribed outline form, identifies all relevant literature taken from the social psychology text.

“Section II,” will contain data, in prescribed outline form, from assigned articles.

“Section III,” in prescribed outline form, presents relevant data from all class related activities and additional resources.

“Section IV,” should contain, in outline form, pertinent excerpts from “The Tao of Leadership” which contribute toward understanding the existence of the stated problem.
* Prescribed Outline Form for Section B

Folder I (the social psychology text)
Chapter 2
   a. Relevant theory personally applied to understanding why problem exists (state theory and apply
to self)
   b. “
   c. “
   d. “
   etc.

Folder II (the articles)
Title of article
   a. Specific theory applied to understanding why problem exists (state theory and apply to self)
   b. “
   c. “
   d. “
   etc.

Folder III (the class lectures, presentations, activities)
   a. Relevant theory applied to understanding why problem exists (state theory and apply to self).
   b. “
   c. “
   d. “
   etc.

Folder IV (The Tao of Leadership)
Title of pertinent passage
   a. Relevant section of Taoist passage, applied to problem and self, illuminating why problem exists.
   b. “
   c. “
   d. “
   etc.

Description of Section C:
The focus of “Section C” is to identify and list process that may be utilized in addressing and resolving the problem. Care should be taken to address all significant, pertinent variables that contribute toward the existence of the problem, as identified in “Section B” (from texts, articles, and class presentations). The processes that are recommended for problem resolution should be listed in * outline form and placed in a folder labeled “Section C, Problem Resolution.”

* Prescribed Outline Form for Section C

Processes for Problem Resolution
   a. Process number 1
   b. Process number 2
   c. etc.
   d. etc.
# Social Behavior in a Diverse Society Rubric

<table>
<thead>
<tr>
<th><strong>OBJECTIVE</strong></th>
<th><strong>DOES NOT MEET TARGET 1</strong></th>
<th><strong>APPROACHES TARGET 2</strong></th>
<th><strong>MEETS TARGET 3</strong></th>
<th><strong>EXCEEDS TARGET 4</strong></th>
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<tbody>
<tr>
<td><strong>GLOBAL AREAS TO BE ADDRESSED</strong></td>
<td>Problem presented in course is not utilized or unique problem is identified and problem is not related clearly to major academic area of study; poorly articulated; or may not have been approved by instructor.</td>
<td>Problem presented in course is limited and unclear. Problem may have not been approved completely by instructor.</td>
<td>Problem presented in course is clearly described, is mostly related to major academic areas of study, and the target is generally clear.</td>
<td>Problem presented in course is utilized A unique problem is identified and problem is: related to major academic area of study, clear and unambiguous, problem approved by instructor, and shows a depth of understanding.</td>
</tr>
<tr>
<td><strong>Area 1</strong></td>
<td><strong>Clearly addresses the area of problem focus</strong></td>
<td>Significant course elements and artifacts (from readings, lectures) are touched upon superficially or omitted, or inappropriately applied. Incorrect or inadequate application of class related materials.</td>
<td>Pertinent literature is limited, or usage is unclear. Displays a limited depth of understanding connecting the material to the problem.</td>
<td>Pertinent literature is correctly included. Significant depth of understanding connecting the related material to the presenting problem.</td>
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<tr>
<td><strong>Area 2</strong></td>
<td>Shows a depth of understanding around the dynamics contributing toward the existence of the problem</td>
<td>Some pertinent material included but significant/important theory process is ignored or inappropriately applied toward problem resolution. “Problem Statement” is marginally addressed or not addressed at all</td>
<td>Pertinent material is included, however, some material may be excluded or utilized inappropriately. Problem statement is adequately addressed with an appropriate plan for problem resolution developed with some significant omissions.</td>
<td>Pertinent material is included and correctly applied toward developing a process that will lend toward problem resolution. Problem statement is adequately addressed with an appropriate plan for problem resolution developed with minor omissions.</td>
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<tr>
<td><strong>Area 3</strong></td>
<td>Demonstrates a capacity for problem resolution</td>
<td>All relevant data (any material or artifacts that even remotely apply to understanding the nature of this problem) is included. Material is correctly/concisely defined and applied to the problem. Relevant data is taken liberally from all pertinent lectures, discussions, articles and textual readings and additional literature is added if necessary.</td>
<td>All pertinent material and artifacts are appropriately applied to developing a substantive process for problem resolution. All key variables that contribute to the current nature of the problem (see section II, above) are addressed, and the solution is inclusive of all relevant material. The complex nature of the problem is fully and comprehensively addressed using a detailed plan for problem resolution.</td>
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The grade for this part of the course will be based on the total number of points for all four areas. The points for area two and three will be doubled, so the total number of points for the portfolio is 24. The number of points needed for each grade is listed below.

- 22 = A+
- 20 = A
- 16 = B
- 12 = C

**Application Questions and Responses**

Each week there will be one or more application questions, which ask you to analyze and apply the weekly readings and presentations. If there is more than one question in a week, you only need to answer one. Post your response in the appropriate place on Moodle. Your response should be two to three paragraphs in length. You are also expected to respond to, at least, one of your classmates’ responses and answer any questions I may ask based on your response. Each response will be assessed based on the rubric below.

**Rubric for Weekly Application Question**

<table>
<thead>
<tr>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEET EXPECTATIONS</th>
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<td>5</td>
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**Area 4**

Paper is clear, focused, and organized; shows mastery of grammar, usage, and mechanics

- Difficult to understand and follow; includes many errors in grammar, usage, and mechanics; or is much too short
- Lacks focus and organization; may have many errors in grammar, usage, and mechanics; approaches appropriate length
- Clearly focused, organized, and edited for grammar, usage, and mechanics; is appropriate length
- Shows evidence of written mastery and is creative or insightful; is appropriate length

Finding Resources

To help you find additional resources that will help you address your chosen problem, you will be asked to find four additional resources and summarize the main points. The may include peer-reviewed journals, popular magazines, newspapers, podcasts, online videos, conference presentations or blog posts. The sources must be credible meaning the writer has a degree of expertise in the field, uses information form an expert in the field, or cites research. If you are unsure if the resource is credible, contact me.

For each resource, post a one paragraph summary providing the reader with the main points and why you found the resource valuable to help them decide whether they should read or listen to your resource. The week after the resources are due, you will be expected to read/listen to, at least, two of the resources and post a brief reflection of ONE of the resources using the following protocol.

**One Sentence, One Phrase, One Word**

State the sentence that highlights the most important or relevant point and explain why you feel it is important or relevant.
State a phrase that you find significant and explain why you feel it is important or relevant.
State one word that you find significant and explain why you feel it is important or relevant.
You will receive two points for finding and summarizing your article and one point for posting your reflection for a total of 3 possible points. The grade for this part of the course will be based on the total number of points for all four resources. The number of points needed for each grade is listed below.
12 = A+
11 = A
10 = B
9  = C
Students must earn at least 9 points to earn any credit for this part of their course grade.