

EXAMPLE of INSTRUCTIONS

Comprehensive Paper and Workshop Preparation and Presentation (150 Points)

This assignment requires that the student demonstrate expertise in one of the ten family life education content areas through the completion of a comprehensive paper and delivery of a presentation that is based on the paper.

I. Paper Description and General Requirements

- The entire paper must be 18 to 20 pages and include the **four components** described below.
- The paper is to be double-spaced and typed in a 12-point Times font (or any font that yields an equivalent size of print). Refer to the *APA Manual, 6th edition*, for instructions on formatting and referencing. If you do not own it already, you will need to purchase it for this course. I will not be teaching you APA style in the course. It is expected that you will use the manual as a reference.
- Submit the paper in a folder along with copies of all journal articles used in your research. **I will not grade your paper without copies of the journal articles you used to write it. Component #1 and 2 also need to be turned in through Blackboard using the Safe Assignment System.**
- There are four primary criteria upon which your written work will be evaluated. The criteria are based on the Brenau University Writing Skills Assessment Form. **Below are Paper Grading Criteria.** The grading rubric for the paper will also be made available to you on the course website.
 - (1) **Content:** The degree to which your topic is developed and supported, and is clear to your audience.
 - (2) **Organization:** The degree to which your writing is organized around a theme, demonstrates a logical flow of ideas and information, and is clear.
 - (3) **Language:** Students should make sure their work is clearly written with correct spelling and grammar. The paper should demonstrate a wide variety of sentence structures and sources should be cited correctly. In addition, papers should include a synthesis of material and thoughtful presentation of the multiple components of the report.
 - (4) **Adherence to Assignment Guidelines:** Students should follow all instructions provided for this assignment as closely as possible.

Four Components of the Paper

Component 1: Content Area Overview – Use a variety of references to address each item below (i.e. peer-refereed journals, media, textbooks, other reference books, ncfcr.org). You may address topics in whatever order makes sense for you particular topic and focus. However, Component 1 should be **8-10 pages** in length overall and have an introduction, thesis statement, review of the literature, and concluding statement tying together what you have learned about the topic in your research and practice in the field. Here are specific issues that need to be addressed:

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Component 1 Questions/Issues to Address	Approximate Length
1. Briefly introduce your research topic and explain its relation to your FLE content area	½-1 page
2. Take a lifespan developmental perspective on your topic. What developmental periods is your topic relevant to? Why? Some topics may be relevant to the whole range of developmental periods; others may be especially relevant to just one developmental period; and some of you may choose to focus on a specific developmental period. Where does your topic fit using a lifespan perspective?	1 page
3. How is your topic viewed and presented by the media?	1 page
4. State a thesis statement about your topic. A thesis statement identifies the purpose of your paper. It provides the reader with some detail about the main ideas you will be developing in your paper. After you have stated your thesis provide a review of the relevant literature on your topic and thesis using information from recent journal articles and other references. Use a minimum of 6 references from refereed journals such as the Journal of Marriage and the Family and Family Relations in your review. It is expected that students will use more than the minimum number of scholarly references. For assistance identifying refereed journals, consult a librarian. These references should also be used as part of your Annotated Bibliography which is the second component of your paper.	5-6 pages
5. What types of jobs are related to your topic? Give specific examples.	½-1 page
6. What types of programs are related to your topic? Give specific examples.	½-1 page
7. What professional, service-learning or volunteer experiences do you have that are relevant to your topic? If you have no direct service experience related to your topic, tie this topic to practical experience in some way and consider a potential service learning experience in this area you may pursue.	½-1 page

Component 2: Annotated Bibliography

Component 2 should be 2-3 pages in length overall.

Component 2 Questions/Issues to Address	Approximate Length
Be sure to use a minimum of 6 references from refereed journals such as the Journal of Marriage and the Family and Family Relations.	2-3 pages
For 6 of the references used in the paper include the following: (1) The complete reference citation using APA. (2) A summary paragraph which includes the main points of the article or chapter. Include the research question, hypothesis, means of study the question, and relevant findings. Also state how or why this reference is related to your topic.	

Components 1 and 2 will be handed in together and are worth a total of 100 points.

Component 3: Class Presentation/Workshop Plan (25 points)

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Students in the course will be completing in-class presentations based on their comprehensive papers. Please note the following **Requirements for Presentations**:

- **Presentations Components:** The following are required:
 - Assignment for Peer Preparation/Homework – to be distributed at least one class before the student presentation (15 minutes)
 - Didactic (Information/Content Sharing) or Lecture (15 minutes)
 - Activity/Active learning experience to assist workshop participants in understanding key concepts related to your presentation topic (15 minutes)
 - Feedback/Processing with the group after the activity to ensure students understand learning goals and concepts and to get their reactions. (15 minutes)
 - Discussion: Leading a group discussion about your topic, including using guiding questions, and facilitating conversation. (15 minutes)
 - Wrap-up: Making a concluding statement and obtaining post-workshop feedback from the group through group discussion and formal surveys. (15 minutes)

- **Time Frame for Presentation** = 75 minutes of in-class presentation plus 15 minutes of time in advance to introduce Assignment for Peer Preparation.
 - Please note that you are only permitted to use **5 minutes of video resources** as part of your presentation. You may also want to plan a back-up activity in case you run short on time.

Component 3 of your paper is a detailed plan regarding what you plan to include in your workshop/presentation. It should be **4 pages** in length overall and include the following information:

Component 3 Questions/Issues to Address	Approximate Length
1. Describe and discuss what you learned about the needs of your audience from conducting a needs assessment of the group. Specify what you what you learned about the group’s knowledge, attitudes, and experience regarding your topic.	½ page
2. Give an description of your presentation, including: (1) What are the goals and purpose of your presentation; (2) Describe the assignment you will be giving to students as homework/class preparation for your presentation? Why did you choose this assignment? How will you use it as part of your module? What are your learning goals for this assignment? (3) List/Briefly describe the main points of your lecture -- what do you want students to learn? (Be Specific) (3) State how you will make a connection between your topic, other coursework in the department, and/or your own professional experiences; (4) Give a specific description of what your group activity will be. State how you will introduce the activity, the goals of the activity, and supplies that you will need; (5) Provide a list of sample questions that you will use to engage the class in a discussion relevant to your topic (based upon your lecture and activity) and your plans for wrapping up the presentation (including opportunities for feedback from the class and a summary of main points to be made).	2 ½ pages

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3. Discuss why you selected these methods to accomplish your goals?	½ page
4. Outcome Criteria: How will you measure whether your goals have been achieved? Attach a copy of a proposed Workshop Quiz that you will be using as outcome assessment form.	½ page + attachment

Component 4: Analysis of Professional Skills (25 Points)

Component 4 of the paper is due 1-2 weeks after you present your workshop in class. It requires that you analyze your professional skills in teaching the group. You will be required to use three data sources to analyze your skills:

- (1) **Self-Graded Workshop Rubric:** You are required to complete the same rubric the instructor will be completing to grade your presentation. Each item needs to be rated and you need to obtain a summary score out of 100 points for your performance.
- (2) **Instructor-Designed Workshop Feedback Form:** You need to review, summarize, and report data from the feedback forms that your classmates complete after viewing your workshop.
- (3) **Presenter-Designed Workshop Quiz:** You need to review, summarize, and report data from an assessment you create that examines what your classmates have learned from your presentation and how their attitudes about a topic have changed (not not) as a result of being exposed to your workshop. The assessment needs to have a minimum of 5 questions.

Component 4 should be **4-5 pages** in length overall. Using the data listed above, address the following points in your write up:

Component 4 Questions/Issues to Address: For each skill summarize that data you have from the sources to provide an analysis of your skills. Remember to provide evidence and examples to support your statements.	Approximate Length
1. Content and Topic Knowledge: Did you demonstrate a good understanding of the topic and show evidence of overall preparation? Were you well-researched? Were your sources strong? Did students feel they learned important information that you could understand and use?	½ page
2. Organization of presentation. Were you able to present your topic in an organized manner? Did you help the class stay organized? Did you plan appropriately and lead effectively to utilize the 75 minute? Did your presentation have an introduction, body, and a closing segment?	½ page
3. Clarity of Communication: How skilled were you in sharing information, executing the group activity, leading the discussion, and answering questions? How skilled were using effective communication skills including nonverbal and verbal contact?	½ page
4. Ability to Lead the Group: Did the members participate? How did you encourage participation? How did students feel about participating?	½ page
5. Facilitating Student Learning and Attitude Change: How effective were you in promoting student learning and/or changing students attitudes and misconceptions about the topic? What did they learn and what did they miss?	½ page

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6. <u>Understanding the Needs of the Audience:</u> Discuss how you used the needs assessment information and whether it was effective. What question might you add next time?	½ page
7. Identify <u>strengths and areas needing improvement.</u> Identify three in each area. Be specific and constructive about what worked and what you might do differently next time.	½ page
8. <u>Grade:</u> Provide a numerical grade for yourself and attach a copy of the <u>Self-Graded Workshop Rubric.</u> Use the data collected to justify or explain the grade you assigned yourself. Please note that we all have room to grow as teachers so it is not appropriate to assign yourself a grade of 100%.	½ page
9. <u>Integration:</u> Apply the experience to your future role as a Family Life Educator.	½ page