

TAG Conference Application
Fall, 2010
I Graduate Credit

Course expectation: Full attendance at Conference required plus 4 weeks on-line course participation following the conference.

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This course supports the following Morningside graduate level goals for the Effective Educator:
Locates, analyzes, and synthesizes research to address classroom or curricular issues.
Plans, conducts, and synthesizes research to address classroom or curricular issues.
Understands current trends, practices and issues in education.

Course Objectives:

- Student will demonstrate an understanding of the conference presentations
- Student will apply research skills to extend knowledge of presented topics
- Student will apply new knowledge to project applicable to their individual teaching situation

Course description: This course will continue on-line for approximately four weeks. Each student will be expected to actively participate in all on-line activities, submit a synopsis of conference sessions attended, and either submit a short paper demonstrating independent research on one of the keynote speakers and their topic, and present a project using conference learning as it applies to his/her teaching situation.

Assigned texts: While there is no required text for this course, students should collect conference materials from each keynote and each attended breakout session, making sure to acquire web sites and other contact information to enable further research on each speaker and/or topic.

Course assignments and activities:

1. Write a synopsis of each breakout session attended, including why it was chosen, your reaction to the presentation and its value to you. Due end week 1
2. Active participation in weekly forums focusing on each keynote speaker and other topics.
3. Select one keynote speaker's topic to research further. Using APA style, submit a short (4-6) page paper detailing your extended learning. Due end of week 3
4. Select one breakout session that you perceive as very applicable to your teaching situation. Develop a project based on your learning from this session plus any additional materials you gather based on the session. The project may be a lesson plan, publication, student, parent or faculty activity or other pre-approved project. Some representation of the project will be uploaded for peer review and comment.
Project proposal submitted for approval Week 1. Completed project uploaded end of week 3.

Grading Rubric

	Unacceptable 0 pts	Fair 3 pts	Good 4 pts	Exemplary 5 pts
Written Synopsis	Synopsis is taken directly from session handouts without attempt at personal reaction or application.	Synopsis gives a basic understanding of the session contents and a brief view of the student's personal reaction to those presentations.	Synopsis gives a thorough understanding of the session contents and a complete view of the student's personal reaction to those presentations.	Synopsis gives a distinct understanding of the session contents while also reflecting the student's personal reaction to those presentations and how the information gained may impact his/her professional practice.
Written Synopsis Mechanics	5 or more errors in grammar, spelling or punctuation	Fewer than 5 errors in grammar, spelling or punctuation	Fewer than 3 errors in grammar, spelling or punctuation	No errors in grammar, spelling or punctuation
Moodle Participation	Student often does not participate in forums.	Student participates in most forums, demonstrating engagement most of the time.	Student participates in all forums, demonstrating active, positive engagement.	Student actively participates in all forums, consistently demonstrating positive engagement.
Moodle Collegiality	Student is unresponsive and/or offensive to other participants.	Student is vague about his/her own perspectives and sometimes offers unhelpful responses to other participants.	Student clearly states her/his own perspectives and offers constructive responses to other participants.	Student clearly states his/her own perspectives and offers insightful, constructive responses to other participants.
Keynote Research Paper	Paper is taken directly from keynote handouts with little evidence of personal research of the topic.	Paper gives a basic understanding of the speaker's focus area and presents some extended information on the topic gained through personal research.	Paper gives a thorough understanding of the speaker's focus area and presents extended information on the topic gained through personal research.	Paper gives a rich understanding of the speaker's focus area while also presenting extended information on the topic gained through personal research.
Keynote Research Paper - Writing Style	The paper is poorly constructed and is difficult to comprehend.	The paper does not flow well and is sometimes difficult to comprehend.	The paper is well constructed and easy to comprehend.	The paper is well constructed, easily comprehensible, interesting to read and encourages the reader to explore the resources cited.
Keynote Research Paper -Mechanics & APA Style	5 or more errors in grammar, spelling or punctuation Fewer than two research sources and/or using incorrect or no citations	Fewer than 5 errors in grammar, spelling or punctuation Two to three research sources and/or using incorrect citation style	Fewer than 3 errors in grammar, spelling or punctuation Three to four research sources with mostly correct use of APA citation style	No errors in grammar, spelling or punctuation Four or more research sources correctly using APA citation style

Project	Project doesn't reflect the conference information and/or does not apply to the target audience. The presenter's objective is not stated.	Project poorly reflects the conference information as its source and/or the connection with the target audience is weak. The presenter's objective is vague.	Project partially reflects the conference information as its source as it applies to the target audience. The presenter's objective is stated.	Project clearly reflects the conference information as its source as it strongly applies to the target audience. The presenter's objective is clearly stated.
Project Design & Presentation	Project is poorly designed, difficult to comprehend, and/or is difficult to access.	Project is bland, sometimes difficult to comprehend and or access.	The Project is well designed, accessible, interesting, and easy to comprehend.	The Project is well designed, easily accessible, comprehensible and interesting. It encourages the audience to learn more.
Project Mechanics	5 or more errors in grammar, spelling or punctuation	Fewer than 5 errors in grammar, spelling or punctuation	Fewer than 3 errors in grammar, spelling or punctuation	No errors in grammar, spelling or punctuation

Grading Scale:

45 - 50 = A
40 - 44 = B
35 - 39 = C
30 - 34 = D
< 30 = F