Course Identification   CCOB2

Course Hours: This course contains approximately 116+ hours of in-class videos, lectures, and discussions, along with course readings, assignments, assessments and preparation.

- a. Course Days: Mon & Wed for 16 weeks
- b. Credit Hours: 3 credits at our partner university
  This course can be taken for credit by students who:
  - Dual enroll with our partner university & The Virtues Campus
  - Complete all graded assignments and tests and earn a 2.0 GPA or more.
  Students enrolled at another university may elect to complete the credit requirements and should notify StudentServices via email if taking for Non-credit.
- c. The Virtues Campus does not award credits. Credits are granted by the partner university/college in which the student is enrolled.
- d. Written by: Cheri Frame, B.A., CEO of *Credits Before College* 2016
  Edited by David Glesne, M.Div, D.Min. and Wanda Newgren, CAP
- e. Faculty Contact: Chris Figueroa, MA, 201-681-1336, chris.figueroa@virtuescampus.com

Course Description

This is a course in which students participate in service activities outside of the classroom that meets identified community needs and complements classroom studies while engaged in classroom learning. Students will reflect on their service activity as a means of gaining a deeper understanding of the course content, a broader appreciation for social action and social problem solving, and an enhanced sense of civic responsibility.

Learning Objectives

1. Understand the biblical framework concerning the root causes of poverty and its alleviation.
2. Identify strategies North American Christians often employ to help the poor and discern their effectiveness.
3. Impact through participation in social issues that directly affect your community.
4. Develop logic and critical thinking skills.
5. Reflect on innovative, tactical, and entrepreneurial methods to support their personal, professional, and civic-related actions.
6. Gain practical resume-building and vocationally-related skills.

Course Materials/Textbook

Corbett, Steven. 2014. *WHH: How to Alleviate Poverty Without Hurting the Poor ... and Yourself.* ISBN 978-0802409980

Corbett, Steven. 2014. When Helping Hurts: The Small Group Experience, 978-0802411563

Bluedorn, Nathaniel. 2015. *The Fallacy Detective.* ISBN 978-0-974531571

Course Structure & Completion

Students will be combining learning from a variety of resources along with practical applications, self-assessments and reflection, and personal interviews. Students will need to reference this Course Syllabus regularly and look ahead to the reading, assignments, and projects.

Assignments: Assignments come in two forms, Graded and Non-Graded, as identified in this Course Outline.

- **Graded:** This course contains several graded assignments. Instructions and rubrics are detailed in the *Resources and Assignments* section of the Course Outline. Your course grade is derived from the graded assignments and tests.

- **Non-graded:** Reading is assigned from the course texts or an outside source as indicated in the *Course syllabus.* Students are expected to have the reading completed and be prepared to discuss in class. Projects are assigned throughout the course with instructions in the *Resources and Assignments*.

In order to successfully pass this course, you will need a grade of 70% or better, and complete the following:

Quizzes, Assignments, & Exams are worth 613 or 90% of the total grade:
- 11 Assignments = 175 Points or 28%
- 2 Tests = 115 Points or 19%
- 4 Essays = 320 Points or 53%

Attendance, Preparation and Participation = 93 or 10% of grade
- ➢ Students should read the assigned text before class and come prepared for discussion.
- ➢ Students are responsible for completing the following within the time allotted:
    - a. assigned readings
    - b. assignments and essays
    - c. projects
- ➢ Have access to the Course Syllabus including Assignments section at each class.
- ➢ In-class videos and teaching are critical components of this course.

Grade	Percentage
A+	97-100
A	93-96
A	90-92
B+	87-89
B	83-86
B	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	64-66
Fail	63 ⬇

To be successful in this course, a student should plan on spending a minimum of two hours of outside study time for every hour spent in class. This translates to about 30 minutes of reading and preparation each day. The more time spent on the readings and course materials, the more successful a student will be in mastering the content.

Grading Policy

- ➢ Student grades are based on tests and graded assignments, attendance, preparation and participation in class.
- ➢ Successful completion is defined as earning a grade of A,B,C,D. Grades of Fail or Withdraw do not constitute successful completion.
- ➢ Assignments submitted after the due date are accepted, but with a 10% grade deduction each school day up to two weeks. Assignments submitted after 10 school days will result in a zero grade.

> If a **student** misses an exam, quiz, or assignment, **they** may petition the Academic Pastor for an extension.

Attendance/Withdrawal Policy

Students are responsible for actively participating in this course. Unexcused absences of 25% of the classes will reduce the grade by 10%. Class attendance is extremely important to the student's ability to do well. Be on time and prepared when the class starts.

Students who withdraw from or drop this course are ineligible to receive credit. The class drop date is two weeks after the start of the semester. No tuition will be refunded after this date.

Technology

This class requires the use of a laptop. Students are expected to exhibit skills in electronic communication and internet usage.

Assignments are submitted through the learning management system, LMS.

Academic Integrity & Plagiarism

Academic integrity means to hold oneself to a strict standard of honesty and remain above reproach in all academic endeavors. This is a college course and students are expected to perform at a post-high school level.

Any form of plagiarism is seen as a serious problem with significant consequences. If a student is discovered to be actively or unwittingly participating in plagiarism, disciplinary action will be taken and may include failing the assignment, overall grade reduction, and, in some cases, failing the course.

Code of Conduct Policy

Students are expected to maintain a high standard of integrity and maintain professional, courteous, and respectful interactions with faculty, fellow students, and other school officials. Students are expected to maintain an environment free of harassment, stalking, threats, abuse, insults, humiliation of others, or demeaning comments.

Rubric for Preparation and Participation 10% of total grade points	Meets Expectation 1	Below Expectation 0
Attendance ☐ Were you in class ☐ Were you here on time ☐ Unexcused absences of 25% or more		
Preparation ☐ Did you read the materials before class ☐ Did you do the assignment(s)		
Participation ☐ Did you respond when called on in class ☐ Did you contribute to group discussion ☐ Did you take initiative in speaking up		
(up to 3 pts per class for not more than 93 pts total for entire class)		

Grading Rubric Explanation	5 pts - Exceeds Expectations	3 pts - Meets Minimum	1 pt - Needs Improvement

Exceeds Expectation – exceeds all requirements from the assignment and shows understanding of the topic from both sides

Meets Minimum – meets minimum requirements from assignment, has grammatical errors

Needs Improvement – Did not meet the requirements laid out in the assignment, needs to improve grammar and mechanics, weak or limited organization and development

SERVICE LEARNING COURSE OUTLINE SOC2110

Students are responsible for completing the reading, assignments, and activities, within the time allotted. In addition to submitting assignments through the learning management system, LMS, students should keep a copy for themselves.

Lesson Number	Class Date	In-class Lessons / Assignments * Students are required to read the book material <u>BEFORE</u> class.

L 1	9/9/24 Mon	Overview of the Service Learning Course
		        Why Service Learning? What is Service Learning?
		        Review: A2 - Service Learning Assignment
		        Review: SP1 – Community Service Worksheet
		
		❒ Assignment: Read *When Helping Hurts (WHH)*, Introduction & Chapters 1-2 – due L2

L 2	9/11 Wed	Discuss: *When Helping Hurts*
		
		❒ Students should bring their Career Direct report to class L3
		❒ Assignment: Read *When Helping Hurts*, Chapters 3-4 Due L4
		    o Follow the pattern for reading as outlined in the WHH book on pages 16-17: How to use this book.
		    o Use a notebook to journal your answers to:
		        the "Initial Thoughts" questions at the beginning of each chapter and the "Reflection Questions" at the end of each chapter.

L 3	9/16 Mon	Identify Service Project/Sites What skills/talents do you have? (need Career Direct report) ❒ Assignment: none
L 4	9/18 Wed	Discuss: *When Helping Hurts* ❒ Assignment: Read *When Helping Hurts*, Chapters 5-6 due L6
L 5	9/23 Mon	Automation vs Innovation ❒ Assignment: SP1-Community Service Worksheet due 9/27
L 6	9/25 Wed	Discuss: *When Helping Hurts* ❒ Assignment: Read *WHH*, Chapters 7-8 Due L8
L 7	9/30 Mon	Prep for Service Project Participate in Service Project 1 this week ❒ Assignment: E1 Service Project Essay due Fri 10/4

L 8	10/2 Wed	Discuss: *When Helping Hurts* ❒ Assignment: Read *WHH*, Chapters 9-10 due L10
L 9	10/7 Mon	Entrepreneur vs Employee
L 10	10/9 Wed	Discuss: *When Helping Hurts* ❒ Assignment: Read *WHH*, Chapters 10, 11 & Final Word due L12 ❒ Assignment: A6a-Research guest speaker due L11
L 11	10/14 Mon	Guest Speaker ❒ Assignment: A7a-When Saying Thank You - due L13
L 12	10/16 Wed	Discuss: *When Helping Hurts* ❒ Assignment: SP2-Community Service Worksheet due L13
	10/18 Fri	Test: *WHH* essay due Friday at midnight - LMS
L 13	10/21 Mon	Prep for Service Project Participate in Service Project 2 this week ❒ Assignment: E2 Service Project Essay due Fri 10/25
L 14	10/23 Wed	What Are You Selling?
L 15	10/28 Mon	Networking 101/Elevator Speeches ❒ Assignment: A8 Elevator Speech presentation in-class due L16
L 16	10/30 Wed	Networking 101/Elevator Speeches – in class presentations First Impressions ❒ Assignment: Read Fallacy Detective Chapters 1-3 by L17
L 17	11/4 Mon	Perception is Everything ❒ Assignment: https://yourlogicalfallacyis.com/ and review the different types of logical fallacies we come across every day. Due L18 ❒ Assignment: SP3-Community Service Worksheet due 11/8
L 18	11/6 Wed	What are they actually saying? Logical Fallacy in Commercials ❒ Assignment: Bring your own articles, ads, and commercials to review each week due L19 ❒ Read Fallacy Detective Chapters 4-8 by L19

L 19	11/11 Mon	Prep for Service Project Participate in Service Project 3 this week ❒ Assignment: E3 Service Project Essay due Fri 11/15 ❒ Assignment: A9 & A10 Debate Essay Assignment due L23
L 20	11/13 Wed	Logic Lesson 1 ❒ Assignment: Bring your own articles, ads, and commercials to review each week due L21 ❒ Assignment: Read Fallacy Detective Chapters 9-12 by L21
L 21	11/18 Mon	Logic Lesson 2 ❒ Assignment: Bring your own articles, ads, and commercials to review each week ❒ Assignment: Continue A9 & A10 Debate Essay
L 22	11/20 Wed	Debate Prep ❒ Assignment: Continue A9 & A10 Debate Essay ❒ Assignment: Read Fallacy Detective Chapters 14-16 by L23
L 23	12/2 Mon	Logic Lesson 3 ❒ Assignment: Bring your own articles, ads, and commercials to review each week
L 24	12/4 Wed	Debate in class ❒ Assignment: Read Fallacy Detective Chapters 17-21 by L25 ❒ Assignment: A6b Research the upcoming guide speaker due L25 ❒ Assignment: Finish A10 Debate Essay due Friday midnight
L 25	12/9 Mon	Logic Lesson 4 ❒ Assignment: Bring your own articles, ads, and commercials to review each week ❒ Assignment: SP4-Community Service Worksheet due 12/13
L26	12/11 Wed	Guest Speaker ❒ Assignment: A7b When Saying Thank You - due L27 ❒ Assignment: Read Fallacy Detective Chapters 22-28 by L27
L 27	12/16 Mon	Prep for Service Project Participate in Service Project 4 this week ❒ Assignment: E4 Service Project Essay due Fri 12/20
L28	12/18 Wed	Logic Lesson 5 ❒ Assignment: Bring your own articles, ads, and commercials to review each week

L 29	1/6 Mon	Logic Lesson 6 ❒ Assignment: Bring your own articles, ads, and commercials to review each week ❒ Assignment: Read Fallacy Detective Chapters 29-32 by L29
L 30	1/8 Wed	Logic Lesson 7 ❒ Assignment: Bring your own articles, ads, and commercials to review each week ❒ Assignment: Read Fallacy Detective Chapters 33-38 by L30
L 31	1/13 Mon	Logic Lesson 8
L32	1/15 Wed	In-Class: Logic Test – taken in-class on the LMS – Bring Laptop Recap of class

Assignment Schedule	Lesson Assigned	Date Due	Max points Assigned
SP1: Community Service Worksheet	L5	9/27	10
E1: Service Project Essay	L7	10/4	80
A6a: Research Guest Speaker	L10	10/11	10
A7a: When Saying Thank You	L11	10/18	5
Test: When Helping Hurts Essay	L12	10/18	75
SP2: Community Service Worksheet	L12	10/18	10
E2: Service Project Essay	L13	10/25	80
A8: Elevator Speech & Presentation In-class	L15	10/29	25
SP3: Community Service Worksheet	L17	11/8	10
E3: Service Project Essay	L19	11/15	80
A9: Debate in class - participation	L19	12/4	40
A10: Debate Essay	L19	12/6	40
A6b: Research Guest Speaker	L24	12/9	10
A7b: When Saying Thank You	L26	12/13	5
SP4: Community Service Worksheet	L25	12/13	10
E4: Service Project Essay	L27	12/20	80
Test: Logic Test	L32	1/15	40
Participation (10%) (attendance/engagement/participation)			93
		Total	**703**

Reading is assigned as indicated in the *Course Outline*. Students are expected to have the reading completed and be prepared to discuss it in class. Projects are assigned throughout the course with instructions detailed in the *Resources and Assignments section*.

Assignments submitted up to one week after the due date are accepted, but with a grading penalty. Assignments submitted after that time will result in a zero grade.

WHY SERVICE LEARNING?

Students in the service learning classes can benefit academically, professionally, personally and spiritually. These are just a few of the ways:

Academically
- Increase your understanding of classroom studies.
- Develop critical thinking and problem-solving skills.
- Learn more about social issues and their root causes.
- Engage with diverse cultures and communities.

Professionally
- Gain practical hands-on experience (possibly leading to an internship or job later).
- Develop or enhance your skills, especially in the areas of communication, collaboration, and leadership.
- Test out your skills, interests, and values in a potential career path, or learn more about a field that interests you.
- Grow a professional network of people you might connect with again later for jobs or internships.

Personally
- Improve your ability to handle ambiguity and be open to change; become more flexible.
- Satisfy your desire toward public service or civic engagement.
- Positively impact your community in a real and rewarding way.

Spiritually
- Act based on your values and beliefs.
- Explore or cement your values and beliefs.

WHAT IS SERVICE LEARNING?

Although service learning may take on many forms, all service learning classes share three primary characteristics:

Service Learning is:
a. Meaningful and relevant: Service is related to the course, involves a cycle of learning followed by reflection, and is needed by the community.

b. Challenging: Service allows students to grow in skills, ideas, and interaction with others.

c. Involves active promotion of social awareness and responsibility: Students learn about the social context of the service they do, e.g., why the service they do is necessary.

d. *This is not a volunteer to help someone in an office but to be a servant to help those in need.*

E1-E2-E3-E4 - SERVICE PROJECT ESSAY

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Students will participate in 3 service activities within their community. While students are encouraged to share and collaborate with their classmates, each student will be required to complete their own worksheets and essays. The Campus Academic Pastor will provide guidance and project approval.

Directions: Each student will do 4 service learning sites during the 16 week semester. Complete the 3 stages for each project before moving on to the next one.

The Campus Academic Pastor will designate projects as "service projects" that fit the definition of service learning and meet the criteria. Remember, recognition (credit and /or grades) is awarded for college-level learning and not for the experience.

Assignment:

1. Provide answers to the questions on the Community Service Worksheet for each service site (Investigation). Submit a CSL Worksheet for each site (10 pts each up to 40 total)
2. Serve at a service site.
3. Write your reflection as an essay using 3rd stage a – f below as your guidelines. This should be 3-5 pages in length. Minimum 300-400 words.

Times New Roman, 12-point font, double-spacing, and one inch margins on all sides. Submit in pdf format to LMS.

THE THREE STAGES OF SERVICE LEARNING

1st *INVESTIGATION of the NEED*

The first stage is to learn about effective means of helping with the needs in your community.

Where to Begin?

a. Start by assessing the needs in your community and identify a problem. For example: homelessness, lack of safe places for children to play, or an environmental concern. You might already know of a need or you may need to investigate by talking to a social agency, church, or someone in your network. Reflect on your areas of interest, problems that you are drawn to solving, or ways in which you have wanted to make a difference but just have not yet. Pray for God to reveal where, who, and how He wants you to serve, and what individual skills and talents you could use to meet this need.

b. Conduct research on the issue. Review local newspapers, Interview people, or use your own observation and experience to find out what organizations are currently available in your community, how they work, who they serve, and how effective they are.

c. Fill out the Community Service Worksheet for each service site.

2nd *ACTION THROUGH SERVICE*

The second stage is to take action! Go and participate in the organization, either by yourself or as a class.

Take note of how the service event is being run, who and how many are attending, what happens after the event is done.

3rd *REFLECTION-Essay*

Reflection is an important part of the service learning experience. Students should continually reflect on their goals, actions, outcomes and learning.

a. Start each section with a title line for each service site. Include Name of Organization and date served.

b. **Describe what is happening:** Next, summarize significant experiences at your service sites. This is the first and easiest level of explaining your **observations**, include the details about the organization you serve, who it serves, and what services it provides.

c. **Discuss how you feel about it:** Dive a bit deeper and **describe your mental and emotional reactions** to your service experience. Identify what is meaningful to you. Consider using one of these questions to reflect upon.
    - What have I learned about myself as a learner?
    - What have I learned this week about my emotional responses?
    - What were the highest/lowest emotional moments in my learning activities?
    - What learning activity or emotional response took me by surprise?
    - What learning tasks were easiest/most difficult/ gave me the greatest sense of satisfaction?
    - What was the most significant thing that happened to me as a learner?
    - What do I feel proudest about / most dissatisfied with regarding my learning activities?

d. **Consider the outcome:** Examine the difference made. Explain what you think about how the organization serves its clients, meets it's goals, and what you think about the people you are serving.

e. **Summarize the experience:** What are your reactions to what you are seeing and participating in?

f. **Reflect on how what you are observing at your service site relates to the ideas discussed in class and in your readings**. In other words, apply what you are learning to your service site and apply your experiences to what you are learning.

Adapted from: Catherine Berger Kaye (2004) Free Spirit Publishing

Service Project Ideas

Does your community have any of these? These are just some ideas to get you started thinking. Do something that helps the poor, needy, at risk, people in your area.

• Assist in local ESL classes at social service agencies for adults or refugees

• Organize clothes/book/supplies drive for local charities or refugees

• Help at a food distribution program

• Volunteer at a youth homeless shelter

• Construct handicap access trails in local or state park

• Conduct a day camp for younger kids in poor neighborhoods

• Teach how to use a computer or offer a basic art class at a nursing home

• Help the local senior center – read to seniors, help seniors play games, etc.

• Volunteer at a local fire department to help others learn about fire safety

• Conduct sewing workshop for needy people in partnership with an organization

• Help at risk youth with homework

• Plant wildflowers in public right of ways

An internet search will offer unlimited ideas.

This is not a volunteer to help someone in an office but to be a servant to help those in need.

E1-E2-E3-E4 – GRADING RUBRIC SERVICE PROJECT ESSAY	10 - Exceeds Expectations	8 - Meets Minimum	5 - Needs Improvement
1 essay per service site			
2 - Participated in up to 4 service projects			
3a - Do you have a title line in each section?			
3b – Did you summarize the significant experiences and your observations?			
3c – Did you describe your mental and emotional reactions?			
3d – Did you examine the difference this service made?			
3e – Did you summarize the experience?			
3f – Did you reflect on this service project and how it ties in with the rest of the class and readings?			
Correct spelling, grammar, and punctuation. Physical page is neat and format is orderly. Proper format according to instructions. 3-5 pages, minimum 300-400 words.			
Subtract 10% for each day late			0
Total			/ 80 points

SP1-SP2-SP3-SP4 - Community Service Worksheet

Complete one worksheet for each project and turn in on the LMS – 10 pts.

Name:

1. What community organization site will you serve at?

2. What dates / hours do you anticipate serving?

3. What issue are you trying to impact in your community?

4. Conduct research on the issue. Review local newspapers, interview people, or use your own observation and experience.
   a. What organizations are currently working on this issue in your community/area?
   b. How do they work – what do they provide?
   c. Who do they serve?
   d. How effective is this service?

5. What background information and research did you discover related to this issue? Include the alleviation methods currently in place and your impression of their effectiveness. Cite your sources.

6. Service work promotes social awareness and civic responsibility; utilizes innovative, tactical, and entrepreneurial methods to achieve the desired outcomes; and demonstrates logic and critical thinking skills in addressing the problem.
   How will this service site help that?

7. List 3 – 5 specific personal and/or vocationally-related skills you will be utilizing in your project.
   a.
   b.
   c.
   d.
   e.

A6a&b: GUEST SPEAKER INFORMATION

Use form and fill in all the information you can find from the internet or other sources. Note any other information that is important to understand the history and heart of the guest speaker. Upload this filled in form to the LMS.
You will be sending a personal handwritten thank you card to each guest speaker.

Guest Speaker's Name:

Date of presentation:

Title:

Company/Organization:

Contact information:

Company website:

Profit / Non-Profit?

Company product or goals:

Company or Personal Mission Statement:

Speaker's previous experience:

Education:

Web Presence (if you search on the internet,
where does s/he show up and in what capacity)?
How does s/he "brand" himself/herself?

Questions you would like to ask:

A7A&B: WHEN SAYING THANK YOU

The use of a thoughtfully constructed note can have a great impact on an employer or contact. Thank you notes can establish goodwill, express appreciation, and distinguish you from other candidates. Unfortunately, in our busy and often impolite world, we simply don't acknowledge each other's time, efforts, and commitments. A thank you note tells a person that you appreciate the time they have given you.   Due 1 week after each Guest Speaker. Type in to LMS the body of your note and submit. 5 pts.

When to Send a Thank You Note/Email

- After a job interview.
- After an informational interview/networking appointment.
- After a networking contact has taken the time to review your resume, conduct a mock interview, make a presentation to your group, pass along information about a job opening, or other proactive help.
- Anytime someone has gone out of their way to assist you. Like with a guest speaker!

Thank You Note Tips

- Be sure to send a thank you card or letter within one to three days after the interview or interaction. This communication is an effective way to keep in touch and to be remembered. Let them know they were helpful and thank them for the time spent.
- Which one: e-mail or card? In today's fast-pace digital world of communication, a short hand-written correspondence is appreciated and more memorable. If the organization or relationship seems to be more formal, send a typed letter in the mail.
- Use quality stationery with a simple design. Keep it professional, but go ahead and reflect your personality.
- A thank you note is ineffective if the person cannot read it, so write neatly. If your handwriting is shaky, find someone to pen the note for you, and then personally sign it.
- Take the time to personalize your message. You do not want the note to read like a script.
- For guest speakers or networking contacts, highlighting a comment or tip that the speaker gave is a good way to let them know you valued their input.
- For an interview, highlighting a particular skill, strength, or characteristic that is a critical requirement for the role is an effective way of reminding them of the value you bring. You may use the card to reinforce points made during an interview, to correct any missteps, or to assert briefly any points you failed to make.
- Writing concisely, in short-substantive soundbites makes for better cover letters, resumes, and thank you notes.
- A thank you note that is too casual or careless can do more harm than good. Write the note with a professional tone. Be very careful to write well, with no mistakes, typos, or texting acronyms. When a networking contact thinks about referring someone to another contact they know, or when an employer considers hiring someone, they think about whether the person will improve their own professional reputation.
- Be sure you spell the name of the person correctly and address the correct person in the note! Try to collect business cards or ask the presenter directly for the information.
- Include your own business or contact card. If you don't yet have one, always include your postal address, email, and phone number under your signature.

A8: Elevator Speech

During your Service Project, you will likely (and hopefully!) have the opportunity to interact with professionals in your field of interest. Be prepared! One of the most important components of networking is the elevator speech. Sometimes, you will only have thirty seconds to pitch yourself and why they should care about you.

Craft an elevator pitch that takes you about 60 seconds to deliver at a good pace or includes roughly 150-250 words. Grading in Rubric below. Upload copy to LMS. In-class presentation.

Some things it should include:

ABOUT YOU

1. Tell who you are: describe you and your company.

2. Tell what you do; show enthusiasm.

WHAT DO YOU OFFER

3. Tell why you are interested in your listener.

4. What are the advantages of working with you?

CALL FOR ACTION

5. What is the most wanted response after your elevator speech? Do you want a business card, a referral, or an informational interview after your elevator speech? Ask for it.

TIPS:

1. Clarify your job target. If you can't say what you want for your job in one sentence, you won't be able to communicate that in your elevator speech.

2. Put it on paper. Writing down and organizing your main points can help clarify the message you are trying to convey. It also will help ensure your language in professional and you cover all the points you are trying to make.

3. Tailor the pitch to *them*, not *you*. It's important to remember that the people listening to your speech will have their antennas tuned to WIFM (What's in It for Me?) So be sure to focus your message on *their* needs.

4. Be clear. Every word counts in an elevator speech, so make sure you are clear, concise, and efficient.

5. Practice, practice, practice (then solicit feedback)

6. Be confident.

A8 Grading Rubric	5 - Exceeds Expectations	3 - Meets Minimum	1 - Needs Improvement
ORGANIZATION Presentation included all 3 points			
CONTENT Presentation contained the specific information outlined above.			
Exploration & Depth Exhibits thoughtful reflection			
GRAMMER & MECHANICS: Correct grammar, Spelling			
OVERALL PRESENTATION Took 60 seconds to deliver at a good pace or includes roughly 150-250 words.			
Subtract 10% for each day late			
		Total:	25

A9: DEBATE PREP

Differences of opinion are good! Learning to debate respectfully shows skillful use of logic, critical thinking, and people skills. Students will prepare for and engage in a team debate with their fellow classmates. Each team of two will take an opposing stance on an issue. Teams will be given two weeks to work together. Facts should be researched and accurate and students should use solid logic when constructing their arguments. You will receive 40 pts for participation. Summarize your debate prep into 1 paragraph and type into the LMS..

Topics to consider (must be AP-approved):
- Is education a right or a privilege?
- Should voting be compulsory?
- Should gambling be banned?
- Should the bomb have been dropped on Hiroshima?
- Should there be a death penalty?

Rules of Debate (condensed from Competitive Debate: Rules and Techniques, by George McCoy Musgrave. New York: H.W. Wilson, 1957) http://homepage.ntu.edu.tw/~karchung/debate1.htm

1. There are two teams, each consisting of two or three speakers.
2. Each team has two or three constructive speeches, and two to three rebuttal speeches. The affirmative gives the first constructive speech (up to 3 minutes), and the rebuttals alternate (up to 1 minute): negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of the debate.
3. When worded as a proposition of policy, the topic requires the affirmative to support some specified action by some particular individual or group. The affirmative has the right to make any reasonable definition of each of the terms of the proposition. If the negative challenges the reasonableness of a definition by the affirmative, the judge must accept the definition of the team that shows better grounds for its interpretation of the term.
4. The affirmative must advocate everything required by the topic itself. No revision of position of a team is permitted during the debate.
5. He who asserts must prove. In order to establish an assertion, the team must support it with enough evidence and logic to convince an intelligent but previously uninformed person that it is more reasonable to believe the assertion than to disbelieve it. Facts must be accurate. Visual materials are permissible, and once introduced, they become available for the opponents' use if desired.
6. In the questioning period, the questioner may ask any fair, clear question that has a direct bearing on the debate. The questioner may use the period to build up any part of his own case, to tear down any part of his opposition's case, or to ascertain facts, such as the opposition's position on a certain issue, that can be used later in the debate. The questioner must confine himself to questions and not make statements, comments, or ask rhetorical questions.
7. Each speaker is questioned as soon as he concludes his constructive speech. The witness must answer the questions without consulting his colleagues.
8. No new constructive arguments may be introduced in the rebuttal period. The affirmative must, if possible, reply to the major negative arguments before the last rebuttal.
9. The judge must base his decision entirely on the material presented, without regard for other material which he may happen to possess.
10. Any gains made outside of the established procedure are disallowed.

A9 Debate in Class Rubric	10 - Exceeds Expectations	8 - Meets Minimum	5 - Needs Improvement
1.Did you show logic, critical thinking & people skills			
2.Did you present the view assigned			
3.Did you have accurate information			
4.Did you have 3 speeches and 2-3 rebuttal speeches			
Subtract 10% for each day late			0
Total			40 points

A10: DEBATE ESSAY

As you are crafting your arguments, write an essay paper explaining your position. Though the debate is done in a team, each student should write his or her own paper. Review the rubric for grading details. Your paper should include:

1. Student name and date of debate.
2. A brief introduction of your position.
3. Three main points supporting your position.
4. Two opposing points and how you would address them.
5. Conclusion.

Format: 600 – 800 words, Times New Roman, 12-point font, double-spacing, and one-inch margins on all sides. Submit in pdf format to LMS by L24 Friday midnight.

A10 DEBATE ESSAY RUBRIC-WRITTEN	10 - Exceeds Expectations	8 - Meets Minimum	5 - Needs Improvement
ORGANIZATION • Paragraphs contain one central idea • Paper proceeds logically • Includes an introduction and conclusion			
CONTENT • Includes three main supporting points. • Examples are used for at least one point. • Two opposing points are offered. • Places topic in the larger picture • Minimum 600-800 words			
MECHANICS • Correct spelling, grammar, and punctuation			
OVERALL PRESENTATION • Physical page is neat and format is orderly • Proper format according to instructions			
Subtract 10% for each day late			0
Total			40 points