

TEXAS WOMAN'S UNIVERSITY
ORGANIZATIONAL LEADERSHIP THEORIES AND PRACTICES
ELDR 6223/6103 COURSE SYLLABUS

Professor JoAnn Danelo Barbour, Ph.D.

Class Meets: Thursday, 5:00pm to 7:50pm, Denton Campus, Room: TBA.

First Day of Class: Thursday, August 29, 2007.

Final Day of Class: Thursday, December 6, 2007. **Final Exam:** Tuesday, December 13, 2007.

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Office Hours: To be announced in class and by appointment, Rm. 310, Stoddard Hall or other arrangement.

TWU: Academic Mission Statement

Texas Woman's University is a notable institution, primarily for women, dedicated to excellence through academic achievement, research and creativity, innovation and collaboration and committed to fiscal accountability. TWU's academic and social environment empowers students by inspiring intellectual curiosity and lifelong learning, embracing scholarship and research, developing leadership and personal responsibility, and promoting diversity and respect for all individuals. TWU educates students to succeed as they pursue careers, research or graduate study in the liberal arts and health, education and business professions. By setting high expectations and high ideals, TWU prepares its graduates to lead personally and professionally fulfilling lives.

Program Goals

The Educational Administration Program is committed to the development of leaders and educators skilled in the promotion of learning in a culturally diverse, democratic society.

Course Rationale

Our purpose for this course, taken toward the end of a student's program of studies, is to study theories and practices of leadership within organizational contexts. We will study the "big picture" of leading educational institutions within administrative, political, symbolic, and socio-cultural contexts.

Course Goals

This course is designed to prepare individuals for formal and informal leadership roles in schools and organizational settings. The purpose of this course is threefold: to study the theoretical and practical nature of administration and leadership within an organizational context, to understand individuals (as followers and leaders) within organizations, and apply organizational administration and leadership knowledge to an organizational context.

Course Objectives and Student Outcomes

Goal One: The general objectives and student outcomes of the course, based on goal one, *to study the theoretical and practical nature of administration and leadership within an organizational context*, include:

- Adopt a reflective approach to professional decision making.
- Develop and hone.
 - An intellectual curiosity.
 - Skills of observation and listening.
 - A genuine concern for what others think, how they think, and why they think that way.

- An understanding of the change process.
- An enhanced awareness, understanding and appreciation of the range of diversity in schools, to include, in part, diversity of thought, expression, values or world view, and academic ability.
- To be able to understand and practice key theories of organizations including structural, human resource, political and cultural.

Goal Two: The general objectives and student outcomes of the course, based on goal two, *to understand individuals (as followers and leaders) within organizations*, include:

- Initiate appropriate management techniques, including collaborative processes.
- An understanding of the relationship between leaders and followers.
- An understanding of team building and community building processes, including
 - What are the necessary attributes to team and community leadership?
 - Membership, roles and responsibilities.
 - What is the difference between a team and a group or a learning community, for example?
 - What elements help school leaders understand and appreciate diverse groups and thought?
 - What types of diversity exist in schools? How can a leader develop an understanding of the diversity in schools, yet create a school culture with the diverse values, needs, and so on?
- Task analysis.
- Needs of members; responsibilities of leaders.
- Evaluation of teams, processes and products.
- What is a community? Assuming a school leader wants to build a learning community, how does one build a learning community? Build the learning community in a diverse environment?
- How does a leader assess the current school culture? What type(s) of organizational culture(s) will the leader want to build in a diverse setting? How will the leader go about building the culture?
- What types of leadership issues/challenges exist in diverse communities? How will leaders address those issues/challenges?
- Why do leaders need to get to know and understand the larger school community? How will leaders get to know and understand the larger school community?
- How do differences in cultural contexts change the nature of leadership? What do social science disciplines have to contribute to an understanding of leadership?
- What is the dark side of the inability to build teams, school communities, and linking the larger community to the school community?

Goal Three: The general objectives and student outcomes of the course, based on goal three, *to apply organizational administration and leadership knowledge to an organizational context*, include:

- Develop an understanding of the importance of a school's shared values and the role of the leader in shaping those values.
- Facilitate direction-setting processes within schools that require a high degree of member participation.
- Examine information and ideas and demonstrate an understanding of them as they relate to the “big picture.”
- Implement global oversight strategies (such as a decision matrix) to determine how organizational goals are affected by other goals.
- Establish operational plans to accomplish strategic goals, utilizing practical applications of organizational theories.

Pedagogical Methods

There are a variety of methods used to help students accomplish the above goals objectives. The student will accomplish the goals and outcomes noted above through personal effort and through . . .

- Reflective oral and written exercises, thought-pieces, papers & analyses.
- Class participation and group discussions.
- Collaborative projects and exercises.
- Individual projects and exercises; consensus-building exercises.
- A variety of readings, case studies, quizzes, and evaluations.
- Group presentations to class members.
- Evaluation and discussion of classmates' work.
- Observations and interviews; collecting stories (war stories, administrator knowledge, family histories).

Expectations and Requirements

Readings: Students are expected to do any required reading in advance of the lectures and discussions and should be prepared to ask and answer questions in class and participate in class discussions.

Writing/Communicating Ideas: All "written" assignments and papers must be typed or word-processed. On all written work, papers will be evaluated (in part, at least) on content, analysis and synthesis of the topic, and organization, clarity, neatness, and use of language. Because it is particularly important for school administrators to know how to communicate effectively and concisely, it is suggested that students seek help if they have particular difficulty in writing or communicating their ideas effectively. For help in writing, you may wish to consult *Elements of Style* by Strunk and White or *On Writing Well* by William Zinsser which can be purchased at major bookstores. A scoring guide or rubric will be included with each project or assignment.

Assignments: Assignments are due when specified. The professor may refuse to accept a late paper. If the late paper or project is accepted, it will incur a lower grade; the professor reserves the right to decide whether to accept the late assignment or to not accept the late assignment.

Participation: Students are expected to participate in discussions and group work. As future leaders, it is important to refine skills in speaking and active listening. This includes learning to effectively share one's own ideas, as well as helping others to expand, refine and enhance their ideas.

Attendance Policy: Because a large part of each class is participatory, class attendance is mandatory. Attendance will be taken during each class period and during team meeting periods. If a student wishes to earn a grade of A- or better for the course, he or she must attend the course/team meetings at least 90% of the time the course meets. When a student has attended less than 80% of class time/team time, then the student's name will be submitted to the academic vice president; at this point, the professor also has the option of dropping the student from the course. If the student wishes to remain in the course, she or he must submit in writing (typing) a request to remain in the course, plus a detailed explanation of how the time and work will be made up. It is then up to the discretion of the professor to suggest the student drop the course or allow the student to remain in the course. After a student has attended less than 70% of the course, then he or she has earned an "F" grade unless the student drops the course. This attendance policy is consistent with the University policy as stated in the student handbook.

Summary of Expectations:

Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Evaluation

*Course evaluation is based on the following: Attendance (see above), Assignments (in and out of class), Projects, Quizzes, & Exams. Final grade is based on total points possible over the semester in the following percentages: (Approx. 200 Total Pts. Possible) X (Percentage Below) = (Pts. Needed for Grade)

100% - 98% = A+	87% - 84% = B	73% - 70% = C-
97% - 94% = A	83% - 80% = B-	69% - 60% = D
93% - 90% = A-	79% - 78% = C+	59% - 0% = F
89% - 88% = B+	77% - 74% = C	

*Note: Points, directions, evaluative criteria and a scoring guide are specified for each assignment and/or project.

Course Outline and Readings: See Handout first night of class.

Required Materials

Bolman, L.G. & Deal, T.E. (2003). *Reframing organizations: Artistry, choice and leadership*. (3rd ed.) San Francisco: Jossey-Bass.

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th Ed.). Washington, DC: American Psychological Association.

Handouts and Case Studies will be provided by the department.

Note: It is the expectation of the program, the department and the college that all written work, including class work, professional papers, theses and dissertations, follow APA style. Therefore, it is the expectation of this professor that you have either purchased or have access to the latest edition of the APA manual of style, and you follow style guidelines in all written work. The website for APA has some helpful information if you choose not to purchase the manual. As long as you use APA, it does not matter if you have an online version, a CD, the printed version of the manual, a pocketbook version, a condensed version, or variations thereof. The important thing is that you write and cite using APA as your reference and guide.

University Policies

TWU seeks to provide reasonable appropriate academic adjustments for all qualified individuals with disabilities. This University will comply with all applicable federal, state, and local laws, regulations and guidelines, specifically Section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determine by the coordinator. The student must also contact the faculty member in a timely manner to arrange for appropriate academic adjustments. For further information regarding Disability Support Services or to register for assistance, please contact the office at 898-3835 (voice), 898-3830 (TDD) or visit CFO 105.

Academic Dishonesty/Misconduct

Academic dishonesty includes cheating, plagiarism, collusion, fabrication, falsification, and falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student, and/ or the attempt to commit such acts. **Cheating** includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct. Dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s) also constitutes cheating. **Plagiarism** occurs when a student obtains portions or elements of someone else's work, including materials prepared by another person or agency, and presents those ideas or words as her or his own academic work. The intentional or unintentional use by paraphrase or direct quotation of the published work of another person without full and clear acknowledgement shall constitute plagiarism. Students are responsible for following guidelines of the appropriate course or discipline (ie; MLA, APA). **Collusion** occurs when a student collaborates with another person without authorization when preparing an assignment. **Fabrication** occurs when a student makes up data or results and records or reports them. **Falsification** occurs when a student manipulates research materials, equipment or processes or changes or omits results such that the research is not accurately reflected in the research record. **Falsifying academic records** includes, but is not limited to, altering grades or other academic records. Altering or assisting in the altering of any official record of the University, and/or submitting false information or omitting requested information that is required for or related to any academic record of the University. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. Forgery allegations, such as forging a signature on add/drop forms, may be separate from academic dishonesty. Forgery charges are adjudicated following the [Student Code of Conduct](#) procedures in the [Student Handbook](#) . A tutorial can be found at <http://www.twu.edu/as/engspfl/writesitehome.htm>,

BIBLIOGRAPHY OF RELATED READINGS OF INTEREST

Schools as Organizational Cultures

- Barbour, J.D. (1998). Organizational leadership: Rituals and rites of passage to build or maintain school culture. *Women as school administrators: Realizing the vision, Texas council of women school executives' 1998 yearbook*, pp. 133-141. Austin, TX: Texas Council of Women School Executives.
- Barbour, J.D. (1999). Out of the Field, Into the Field and Back Again: Understanding Administrative Theory Development from a Naturalistic Perspective. Chapter in the *Seventh yearbook of the national council of professors of educational administration: School leadership: Expanding horizons of the mind and spirit*. Leslie T. Fenwick, Editor. Lancaster, PA: Technomic Publishing, pp. 46-64.
- Bolman, L.G. & Deal, T.E. (2003). *Reframing organizations: Artistry, choice and leadership*. (3rd ed.) San Francisco: Jossey-Bass.
- Deal, T.E. & Peterson, K.D. (1998). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.
- Johnson, S. M. (1990). *Teachers at work*. NY: Basic Books.
- Rosenholtz, S. (1989). *Teachers workplace: The social organization of schools*. NY: Longman.
- Schein, E.H. (1992). *Organizational culture and leadership*. (2nd ed.) San Francisco: Jossey-Bass.
- Wilson, J. Q. (1993). *The moral sense*. The Free Press. ISBN 0-02-935406-4

Critical Theory Perspective and Schooling/Leadership

- Freire, P. (1998). *Teachers as cultural workers*. Boulder, CO: Westview Press.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. NY: Routledge.

Leading Teams

- Harvey, T.R. & Drolet, B. (1994). *Building teams, building people*. Lancaster, PA: Technomic Publishing.

Building Communities

- Barth, R. (2001). *Learning by heart*. San Francisco: Jossey-Bass.
- Carlson, R. V. (1996). *Reframing and reform: Perspectives on organization, leadership, and school change*. White Plains, NY: Longman Publishers.
- Cunningham, W.G. & Cordeiro, P.A. (2000). *Educational administration: A problem-based approach*. Boston: Allyn and Bacon.
- Flaxman, E. & Passow, H., Eds. (1995). *Changing populations/changing schools: Ninety-fourth yearbook of the national society for the study of education: Part II*. Chicago: National Society for the Study of Education.

- Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.
- Larson, C.L. & Ovando, C. J. (2001). *The color of bureaucracy*. Belmont, CA: Wadsworth Publishing.
- Marshall, P.L. (2002). *Cultural diversity in our schools*. Belmont, CA: Wadsworth Publishing.
- Nespor, J. (1997). *Tangled up in school: Politics, space, bodies and signs in the educational process*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. Columbia University: Teachers College Press.
- Oakes, J. & Quartz, H., Eds. (1995). *Creating new educational communities: Ninety-fourth yearbook of the national society for the study of education: Part I*. Chicago: National Society for the Study of Education.
- Ornstein, A.C. (2003). *Pushing the envelope: Critical issues in education*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Spindler, G.D. (1997). *Education and cultural process: Anthropological approaches*. Prospect Heights, Ill: Waveland Press.
- Spring, J. (2001). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. 3rd Ed. NY: McGraw-Hill.
- Spring, J. (1995). *The intersection of cultures: Multicultural education in the United States*. NY: McGraw-Hill.
- Tatum, B.D. (1999). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. NY: Basic Books.
- Williams, L. (2000). *It's the little things: Everyday interactions that anger, annoy, and divide the races*. San Diego, CA: Harcourt, Inc.

Course Outline and Readings

(Note: Outline, readings, and/or assignments may change depending on student and/or professor needs.)

Session #	Date	TOPIC	Assignments	Pts
1	8-30-07	Introduction and Overview The Leader's Role in Organizations: Context, Followership, Politics, & Symbolism	Organizational Character Index (OCI) Book Discussion Action Change Plan	
2	9-6-07	Four Frames of Organizational Leadership: Blending Theory & Practice in Organizations Collecting & Analyzing Qualitative Data -- Blending Theory & Practice: Field Project	Read: Bolman & Deal (B & D): Chps. 1, 2 Read: B & D: Ch. 15 Due: Organizational Character Index (OCI)	10
3	9-13-07	Structural Frame: Discuss theory based on observations from the field.	Read: B & D: Ch. 3, Ch. 16	
4	9-20-07	Structural Frame: Discuss theory based on observations from the field.	Read: B & D: Chs. 4, 5 Due: Structural Imperatives Worksheet	10
5	9-27-07	In class work day: Organizational inventories, introductory to narrative, book groups.		
6	10-4-07	Human Resource Frame: Leader/Follower Relationships and Responsibilities	Read: B & D: Chs. 6, 7, 8 Due: Structural Dilemmas & Change Ideas Worksheet	10
7	10-11-07	Human Resource Frame: Building and Growing Teams	Due: Summary and background of observation group. In Class Case Analysis.	√ 5
8	10-18-07	Political Frame: Understanding Central Office, Community Culture, Values & Politics	Read: B & D: Ch. 9, 10, 11 Meeting with Book Group. In class. Mid-term exam.	25
9	10-25-07	Political Frame Symbolic Frame: Values, Norms, World View	Read: B & D: Ch. 12, 13, 14 Read: Schein material Due: Power Analysis Worksheet	5
10	11-1-07	OFF CAMPUS WORK DAY		
11	11-8-07	Symbolic Frame: The Transmission of Culture: Rituals & Ceremonies	Read: B & D: Chs. 13, 14 Due: Schein Matrix Due: Symbolic Analysis Worksheet(s) Due: Analysis of the film <i>The Paper</i>	5 5 25
12	11-15-07	OFF CAMPUS WORK DAY	Book Groups to meet as groups choose.	
13	11-22-07	NO CLASS—HAPPY THANKSGIVING!		
14	11-29-07	Reframing Leadership: Leadership for Change in Educational Organizations	Read: B & D: Chs. 17, 19 Due: Final Change Plan with Attachments All Class Discussion: Book One presiding. All Class Discussion: Book Two presiding.	25 25 “
15	12-6-07	Reframing Leadership: Leadership for Change in Educational Organizations	All Class Discussion: Book Three presiding. All Class Discussion: Book Four presiding.	“ “
16	12-13-07	FINAL EXAM		50

Expectations: _____ **Pts Possible:** _____ **% of Grade** _____

In class activities/worksheets	50	25%
Book Group Discussion/Team & Class	25	12.5%
Change Plan Project	25	12.5%
Midterm Paper/Exam	25	12.5%
Organizational Film Analysis	25	12.5%
Final Exam	50	25%
TOTAL:	200	100%

Sample Assignment/Project: Organizational Theories & Practices
Project: Organizational Action Plan/Change Plan

The purpose of this assignment is twofold: first, observe and take notes on the organization in which you work (e.g. department, school, central office, grade level); second, submit an action plan/change plan utilizing understanding and knowledge gleaned from your observations and notations using several worksheets. Your Action Plan/Change Plan should include: a brief statement of your philosophy of leadership and leading within your organizational context, a summary of key issues or concerns or problems you saw reflected by your research (and/or positives on which you would want to build), and some action (ideas or a plan) you believe is needed within your particular organization that would improve or help transform the organization or in some way aid change within the organization. The Action Plan/Change Plan Specs are:

1. Narrative: four - five typed pages, double-spaced. (About 1200-1500 words.) Include the following:
 - Introduction—should include your thesis statement.
 - Summary and background of the organizational component you observed within the organizational context; include the role you would have in this component, i.e. for example, principal, director, superintendent.
 - Discussion of Action Plan/Change Plan. Imbedded in the discussion, should be included your philosophy of leadership.
 - Concluding or summary statement.
 - Only include a references page if you cite in your essay or you use materials in addition to Bolman and Deal.
2. Margins should be 1” top, bottom, right and left sides; left margin. Include page numbers. (Note: your cover page is not numbered.) Paragraphs are to be indented, not left-justified as a business memo. This is an essay.
3. Use 12-font, Times New Roman, normal print, not all-bold.
4. **Submit 2 copies** of your Action Plan/Change Plan with the following pieces appended:
 - Myers-Briggs OCI Worksheet--Numerical analysis of data and a 1-page max. interpretation
 - Structural Imperatives Worksheet
 - Structural Dilemmas/Action Ideas Worksheet
 - Power Analysis Worksheet
 - Symbolic/Cultural Analysis Worksheet(s)
5. Include a matrix or table wherein all of your action ideas, and/or a good deal of needs, are included.

A copy of the Scoring Guide is appended to this assignment page.

Organizational Leadership Theory & Practice

Organizational Action Plan/Change Plan Scoring Guide

Criteria	Excellent Insightful of 4 Frames, Highly relevant, Has depth of Frames, Creative use of Reframing from Bolman & Deal 5 Points	Good Work One of the elements under “5” was not included 4 Points	Needs Work Two/three of the elements under “5” were not included 3-2 Points	Unacceptable None of the elements under “5” were included 0 Points
Plan demonstrates knowledge of organization. Plan seemed appropriate, feasible, & plausible for the particular organization or group.				
Attached created matrix-table wherein action ideas, needs and/or key points of action plan are included. Data support plan.				
Author demonstrates ability to synthesize knowledge and information gleaned from several sources. All worksheets have been scored already & are appended to plan.				
Author organized narrative; there is relevance, movement and flow. Includes introduction, narrative body, and conclusion or summary.				
Writer used appropriate grammar, wording, spelling, sentence and paragraph structure, and citations. Appearance of Plan--typed copy neat, correctly formatted.				

Name of Student: _____	Total Points: <u> 125 </u>
COMMENTS: 	

Sample Assignment: Organizational Leadership Theories and Practices Organizational Analysis of the film *The Paper*

Directions: You have watched or will soon view the movie *The Paper*. The movie, starring Michael Keaton, Marisa Tomei, Glenn Close, Randy Quaid and Robert Duvall, and directed by Ron Howard is about a newspaper organization and how a local news story makes it to print. You are encouraged to watch the movie as many times as you need. You are to submit a 5-7 page analysis (about 1500-2000 words) of the newspaper organization depicted in the movie based on Bolman and Deal's, "Four Frames" of organizational leadership. You can write/submit the paper solo or with one partner.

Purpose: There are three purposes to this exercise: 1. One focus of this work will be to demonstrate to the professor that you have understood the theoretical concepts of organizational leadership and change, from the perspective of reframing. 2. Second, demonstrate that you can utilize the concepts of organizational and leadership theory to analyze the organization in question. Utilize material from the text, readings and class notes to demonstrate to the professor that you can assess an organization based on the frames of Bolman & Deal, covered through the assignment's due date: structural, human resource, political and cultural/symbolic. This newspaper organization, like all organizations, will be stronger or more functional in some areas, more needy of reframing in other areas. Your purpose is to **analyze** what you see. In order to aid your analysis, create your own table or matrix or chart in which you include the key features you assessed and key observations. You will be expected to include only one chart/table/matrix in the appendix. 3. Third, you are to demonstrate that you can synthesize a body of data into a cogent discussion. The questions to be used in guiding your discussion include: What, as an outsider, do you see as you observe this organization? What is occurring relative to the Bolman and Deal frames? What are some areas you might consider in need of "reframing?" In your final paragraph(s) summarize your contentions as if you had to present them to the owner of the newspaper. Finally, ask yourself, are my summary statements reflective of my observations?

Nota Bene: You are NOT expected to reframe at this time, only to **analyze the existing organization** as depicted in the movie.

In addition to the above essay, you are to submit, separately a one-page reflective analysis (single-spaced is appropriate) to answer the following question(s): By observing the film, what did I learn about organizations that seems to resemble my experiences in schools and with schooling? What, in the watching of a film, is helpful in my understanding of the analytical process? What, in the watching of a film, is helpful to my understanding of organizations and leadership? Be sure to include your name on the paper.

Writing Notes:

- Include an introductory paragraph with a thesis statement (i.e. what you plan to do/say/contend/show/and so on in the essay that follows); include paragraphs to support your thesis or contentions and a concluding or summary paragraph. Indent all paragraphs. This is an essay, not a business memo.
- Number all pages. Note: the cover page is neither numbered nor counted.
- Font size: Times New Roman: 11-12 font, regular, not bold.
- Double space; Left margins. Use 1" margins on top, bottom and both sides.
- Include a reference page. While your major reference will be Bolman and Deal, include on a reference page. Remember, if you quote verbatim, you need to use "quotation marks" and a page reference. However, if you summarize and paraphrase key ideas, then a different citation is required. See APA, most current edition, for guidelines.
- A Scoring Guide is appended to this page.
- Include a cover page (not numbered). Include the following information:
 - Your Name
 - Course Title and Number
 - Professor JoAnn Danelo Barbour
 - Organizational Analysis of *The Paper*
 - Date

Scoring Guide: Organizational Analysis of *The Paper*

CRITERIA	Outstanding Work*1 5 pts.	Good Work*2 4-3 pts.	Fair work*3 2 pts. or 1 pt.	Poor Work*4 Not Acceptable or Nonapplicable
1. Paper and matrix were submitted on time, neatly typed with cover sheet. Uses APA appropriately.				
2. Uses appropriate grammar, wording, spelling, phrasing, sentence structure, and so on. Chart/matrix/table included info gleaned from the film. Contents appeared in final paper.				
3. Organizes information; relevance, movement within paper; includes introduction and conclusion. Is able to synthesize information and knowledge into a cogent discussion.				
4. Demonstrates ability to analyze and discuss basic characteristics of organizations and the newspaper organization. Provides examples to prove contentions made in analysis.				
5. Chooses appropriate discussion elements; demonstrates understanding of the key elements of Frames chosen for analysis & discussion.				

Name of Student _____

Score _____ /25

Comments:

***1:** Writer adds material read in addition to assigned readings; approaches question or problem from a unique, creative, reflective perspective; quotes from assigned readings; incorporates concepts from assigned readings; focuses on the question or problem posed; there is a flow and organization within each question discussed; has edited work with few to none grammar, punctuation or writing errors. Writer presents a clear, creative understanding of both the readings and the question/problem posed.

***2:** Writer approaches the problem from a thoughtful, reflective perspective; quotes from assigned readings; incorporates concepts from assigned readings; focuses on the question or problem posed; there is a flow and organization within each question discussed; has edited work with few grammar, punctuation or writing errors. Writer presents a clear understanding of both the readings and the question/problem posed.

***3:** Writer focuses on the question or problem posed from a personal, opinionated perspective; has more than a few editorial errors. Writer discusses readings but from a superficial understanding. To the scorer or reader of the paper, it is unclear if there is an understanding of the readings and/or question/problem posed.

***4:** Writer avoids answering the question or the problem posed. There are many editing or writing errors that include but may not be limited to spelling, grammar, writing problems. Writer does not appear to have a grasp or understanding of the assigned readings or of the question or problem posed.