

# VALENCIA COLLEGE

HSC 1004

## PROFESSIONS OF CARING - ONLINE

3 Credits

**PROFESSOR:** Mr. Patrick McIntire, R.T.(R)

**EMAIL:** [pmcintir@mail.valenciacollege.edu](mailto:pmcintir@mail.valenciacollege.edu)

**PROFESSOR'S OFFICE HOURS:** Virtual Office Hours

### **COURSE DESCRIPTION/OVERVIEW:**

HSC 1004 - 3 credits  
PROFESSIONS OF CARING  
Prerequisites: Completed remedial coursework

Introduces careers in health professions. Includes self-exploration and increased awareness of self and others. Focuses on American Health Care Systems and skills and understanding needed to enter health professions.

### **COURSE GRADING:**

<b>Assignments</b>	<b>Total Points</b>
Tests	500 points
Orientation Quiz	50 points
Career Project	200 points
Elder Interview	100 points
MBTI/Choices Inventory assessments	50 points
Article Critique	100 points

### **GRADING SCALE:**

**\*\* Please note this grading scale is used in the allied health and nursing programs at Valencia.**

92 – 100 = A  
85 - 91 = B  
77 - 84 = C  
70 - 76 = D  
Below 69 = F

### **REQUIRED MATERIALS:**

1. Textbook: Introduction to Health Care (third edition), Mitchell and Haroun
2. MBTI Packets (available in bookstore)
3. Atlas email account. You will be expected to use this as a means of communicating in this class.

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## COURSE OBJECTIVES:

1. Identify and practice successful pre-health professional qualities.
2. Identify and evaluate own interest in health care professions.
3. Recognize the major social, political and technical developments that have had an impact on the current health care system.
4. Describe the relationship of ethical and legal responsibilities in health care.
5. Explore the complex interaction between health professionals and patients.
6. Recognize the importance of effective communication skills.
7. Identify the issues surrounding health care finance and how these issues affect patient care.

## General Policies

### WITHDRAWAL DEADLINE:

To receive a “W” for the course, the withdrawal deadline is **March 21, 2014**. Visit the school calendar at <http://www.valenciacollege.edu/calendar/> for important dates and deadlines.

### NO SHOW STATUS:

Class attendance is required at the beginning the first week of the term. If you do not attend and participate in Blackboard during the first week, you may be withdrawn from the class as a “no show”.

**CAREER EXPLORATION PROJECT:** A career exploration project is required. Criteria in appendix.

**INTERVIEW:** This paper/interview is required. Criteria in appendix.

*All written assignments must conform to college level standards. Spelling and grammar can be checked using spell check feature of word processing programs. Excessive errors will result in a lower grade.*

### WRITTEN ASSESSMENT:

**PLEASE NOTE! YOU ARE REQUIRED TO TAKE EXAMS DURING SPECIFIC TIME FRAMES ASSIGNED. NO MAKE-UP OR LATE EXAMS WILL BE GIVEN!**

Tests in this course are over topics identified on the syllabus. The instructors write the exams for their own sections, based on class notes, discussion, reading assignments, and activities. Each instructor will explain the format for test-taking in their class.

### ASSIGNMENT EXPECTATIONS & DUE DATES:

We want you to form good classroom habits that will become good professional and career habits! When you turn in work for a grade, remember that it is a direct reflection of you. Typos, misspelled words, messy or dirty paper, etc., detract from the quality of your work, no matter how much time and effort you put into it. Have someone look over your work before you turn it in for a grade. Others can spot problems easier than you can. **Also, if your assignment is late for any reason, do not expect credit for it, a zero will be assigned.**

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All assignments must be saved and submitted as a Word Document. (doc. Or docx.) I cannot view Microsoft Works, word perfect or any other type of document from Macs other than Microsoft Word. If you do not save and submit it properly, you will receive a grade of zero for the assignment.

**The class calendar and course requirements may be different in other sections of this course. With notice, the schedule is subject to change. The Career Project takes the place of a comprehensive final examination for the course.**

## **ACADEMIC HONESTY:**

Policies are addressed in the Valencia Student Handbook and the Collegewide Policy Manual. Students are reminded to abide by the college computer usage policies. Cheating on an exam will result in a zero recorded for the test. Plagiarizing is considered cheating and your assignment will receive a zero.

**VALENCIA STUDENT CORE COMPETENCIES AND INDICATORS: The activities and assignments in this course are designed to help students in the following areas:**

**Think—Critical thinking is a vital skill for healthcare professionals. You need to think clearly, critically, and creatively in workplace settings. You need to be able to analyze, synthesize, integrate, and evaluate information quickly and correctly to be able to meet the needs of your patients.**

**Value-- Making reasoned value judgments and responsible commitments are a part of being a health professional. With empathy and fair-mindedness, individually and in groups, a health professional needs to:**

1. Recognize values as expressed in attitudes, choices, and commitments
2. Distinguish among personal, ethical, aesthetic, cultural, and scientific values
3. Employ values and standards of judgment from different disciplines
4. Evaluate own and others' values from individual, cultural, and global perspectives
5. Articulate a considered and self-determined set of values

**Communicate—Effective skills and strategies for communication with different audiences using varied and appropriate methods (oral, written, visual/graphic, non-verbal) is essential in the medical fields. In speaking, listening, reading and writing, in verbal and non-verbal ways, with honesty and civility, in different disciplines and settings, a health professional needs to:**

1. Identify own strengths and need for improvement as a communicator
2. Employ methods of communication appropriate to audience and purpose
3. Evaluate the effectiveness of own and others' communication

**Act—Medical professionals must integrate all their technical skills and knowledge in order to act purposefully, reflectively, and responsibly in their personal and professional community. A health professional needs to:**

1. Apply disciplinary knowledge, skills, and values to the workplace and beyond
2. Implement effective problem-solving, decision-making, and goal setting strategies
3. Act effectively and appropriately in personal and professional settings
4. Assess the effectiveness of personal behavior choices
4. Respond appropriately to changing circumstances

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## **NOTE:**

Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities (West Campus SSB 102, ext. 1523).

[This syllabus may be changed by the instructor with notification to the class]

## **STUDENT RESPONSIBILITIES:**

1. The required course textbook is listed on the on the syllabus, and will be available for purchase at Valencia's West Campus Bookstore.
2. Students should have reliable access to the Internet to take this course as *computer and/or Internet Service Provider problems are not accepted as excuses for uncompleted or late work*.
3. A basic proficiency in using a computer, the Internet, and email is essential for success in this online course. The instructor facilitates course content only, not computer/internet skills
4. For technical assistance with Blackboard, contact the student helpdesk at: 1-877-725-4357 or 407-582-5600.
5. Every student will be provided an email account through Atlas that he/she should check frequently for course messages from the instructor. Failure to check email messages sent from the instructor will not be accepted as an excuse for late work. When emailing the instructor, please only use the email available, [pmcintir@mail.valenciacollege.edu](mailto:pmcintir@mail.valenciacollege.edu) or email via Blackboard.
6. **All documents submitted for review or grading via an attachment, must be created and saved using Microsoft Word (doc. Or docx).** If the instructor cannot open a document because it was not saved in Word, the assignment will not be considered for grading.
7. Students must complete their own work. Working with others on assignments is prohibited and constitutes as academic dishonesty.
8. Any problems encountered during the semester must be immediately communicated to the instructor. Failure to do so could result in course work being considered late resulting in a grade of zero.
9. You will have 4 quizzes in this course. Each quiz must be completed by 10pm on the due date. All quizzes must be taken and submitted on-line to earn a score. **Late exams will not be accepted under any circumstances.** Do not open a quiz until you are ready to take the quiz as opening an exam creates a commitment on your part to take the test at that time. (you cannot open an exam, close the exam, and come back to it at a later time to finish it.) You will be able to view your quiz score, however correct answers can only be accessed after the deadline has passed for that quiz.
10. Each student must participate in class discussions. Participation in discussions will allow students in the course to collectively exchange ideas about the issues surrounding the course. The following standards must be met when participating in discussions:

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- a) The discussion board is intended to serve primarily as an additional learning resource for the course. While social niceties (ie Hello, how are you?) are welcomed, a detailed discussion of what you did over the break is not.
- b) Please observe Internet etiquette (netiquette). Do not type in all caps (it's considered shouting), avoid excessive sarcasm (it can be misunderstood), and be sure to put your full name at the end of all your postings.
- c) If your postings are deemed inappropriate or not meeting expectations, I will let you know in an individual email and could also result in a lower grade.
- d) Use the subject line to clearly identify what the topic of your post is regarding. Do not leave the topic line blank or use a subject line of a previous thread if you are changing the topic.
- e) Questions regarding due dates, assignments, and other class structure or procedure matters will *not count* as postings and should **NOT** appear on the discussion board.
- f) Be cognizant of spelling and grammar errors when posting.
- g) You are free to express personal opinions on the discussion board, however, they must be stated as opinions (eg, I feel this way because..., I believe this to be the truth because...) and **NOT** facts.
- h) Inflammatory, rude, or pointless posts will result in a zero for your discussion points. If I remove you from the discussion board because of ongoing noncompliance, you will not be offered an alternative assignment to improve your grade.
- i) Students are expected to be aware of the differing views, and to be open to others views.

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## APPENDICES

### INSTRUCTIONS FOR REQUIRED CAREER PROJECT

An important goal for this project is to help you to find out if the health field you are thinking about is the right career match for you. The project is designed as part of the Valencia LifeMap program to help students determine:

**\*Who Am I?\* -- \*Where Am I Going?\* -- \*How Do I Get There?\***

The project is divided into several parts with separate due dates. Submit your assignments for each separate due date. The project is worth a total of 200 points and takes the place of a final examination. **For assignments turned in after the due date, no points are awarded (0/50).** **NO EXCEPTIONS!** Start early to have assignments ready on due dates.

#### **Part 1: Who Am I (50 points): Turn in reflection paper by due date in syllabus – APA format**

1. Refer to the results in your MBTI and Choices Inventory test you have previously completed as part of the MBTI/Choices assignment.
2. **Research:** Use the Library, Career Center resources and the internet to conduct research about the two careers you selected in the MBTI/Choices assignment. You should have a primary career, and an alternate career choice. Identify each career and determine if they matched your interests and personal characteristics. Conduct research to determine what about each job does or does not appeal to you. Research and citations must come from two separate sources other than the MBTI and website choices inventory. Discuss the following for each career in your reflection paper:
  - Job Description
  - Education Required
  - Salary Ranges
  - Personality best suited for career
3. **Reflection paper:** Typed, double-spaced, black ink, 2 page minimum personal reflection paper that synthesizes your research. Compare the Choices inventory and MBTI results to what your health career research indicated. Contrast this to the alternative career you selected. What conclusions can you draw from this personal career research? Do you think this is the right career choice for you? Do you agree with both the inventory results? Why/why not?
4. **APA format:** (see examples of APA under Resources in Blackboard) Each paper will need to include a title page, minimum 2 page reflection and a reference page in APA format.
5. **See Grading Rubric** pg. 8

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## **Part 2: Where Am I Going? (50 points): Turn in an Interview with a Health Professional and reflection paper by the due date on the calendar.**

1. You must select and contact a professional in the health field you are considering. Ask the interview questions in appendix. (pg. 10)
2. Complete the interview. Interviews can be conducted in person, or over the phone.
3. Submit the typed interview: **Type out the question followed by the answer.**
4. Reflection paper: Typed, double-spaced, black ink, 2 page personal reflection paper. Tell about your reaction to the interview (positives and negatives). Did the interview help you find out more about how successful you would be in this career? Are you going in the right career direction? What did you learn from the interview? Etc.
5. **See Grading Rubric** pg. 9

## **Part 3: How Do I Get There? (50 points): Completion of Education Plan and reflection paper by the due date in the syllabus. APA format**

1. By the due date, Complete the Atlas My Education Plan on [www.valenciacollege.edu](http://www.valenciacollege.edu) , then meet with a Valencia counselor in student services who will review it with you.  
Suggestion: Go to the My LifeMap tab in Atlas for hints and more information.
2. Reflection paper: Typed, double-spaced, black ink, 2 page minimum. Include in your discussion any real and perceived obstacles, what will be your strategy for achieving your educational goals? Are you on the right education path to reach your career goal? Do you have alternative options if the Education Plan gets side tracked? Etc.
3. **See Grading Rubric** pg. 11

## **Part 4: Reflection Paper (50 points): Submit your Reflections by the due date in the syllabus. APA format**

1. Reflection paper: Typed, double-spaced, black ink, 2-4 pages. Include in your discussion a) what you have learned about yourself from this assignment, b) what kinds of people are successful in the health career you are considering and, c) your self-reflection on how well-suited you are for this career and if you are on track to get there!
2. **See Grading Rubric** pg. 12

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## Grading Rubric for Professions of Caring Career Project PART 1

Criteria PART 1: Who Am I?	EXCELLENT!	OTHER NOTES	NEEDS MAJOR REVISION/MISSING/ NOT COMPLETED
1. Reflections from MBTI and Choices inventory	10 Points	5 Points	0
2. Research Requirements			
<b>Source of Information</b> a. Documentation on target career and cite source of research	5 Points	N/A	0
b. Documentation on alternate career and cite source of research	5 Points	N/A	0
3. Reflection Paper Requirements			
a. Typed, double-spaced	YES? 5 Points	NO? 0	MISSING? 0
b. 2 page minimum	YES? 5 Points	NO? 0	MISSING? 0
c. Compare and contrast	YES? 5 Points	NO? 0	MISSING? 0
d. Conclusions	YES? 5 Points	NO? 0	MISSING? 0
5. On time	YES? 10 Points	After due date, no points for assignment 0/50	N/A

**NOTE:** College-level work means no spelling errors, typos and very few grammatical errors. Your grade may be lowered for below standard work. HEALTH CARE PROFESSIONALS ARE HELD TO STANDARDS



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## Grading Rubric for Professions of Caring Career Project PART 2

Criteria PART 2: Where Am I Going?	EXCELLENT!	OTHER NOTES	NEEDS MAJOR REVISION/MISSING/ NOT COMPLETED
1. Typed interview in <u>proper format. Question followed by quoted response</u>	YES? 20 Points	N/A	VARIABLE POINTS
2. Reflection Paper Requirements			
a. Typed, double-spaced	YES? 5 Points	NO? 0	MISSING? 0
b. 2 pages minimum	YES? 5 Points	NO? 0	MISSING? 0
c. Reactions to interview	YES? 5 Points	N/A	MISSING OR NEEDS WORK? 0
d. Discussion: Did interview help in career decision?	YES? 5 Points	N/A	MISSING OR NEEDS WORK? 0
3. On time	YES? 10 Points	After due date, no points for assignment 0/50	N/A

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## Professions of Caring Career Project : Where Am I Going? Interview

1. Why did you decide to work in this field?
2. Did you have another career before you went to school to become a \_\_\_\_\_? What was it like to change from one career to another?
3. Where did you go to school for this job? What was the hardest part of school for you?
4. What is a typical workday like? Do you have a lot of overtime? (If yes, How is overtime scheduled? Do you have enough notification so you can adjust your schedule at home, etc.?)
5. Do you work under a lot of pressure in this job? (If yes) Can you give me an example of a typical high-pressure situation?
6. Is there a lot of take-home work in this job? (If yes, Do you ever find it hard to turn-off work at home and enjoy a personal/family life?)
7. What kinds of professional development opportunities are there in this field? Can a person move up in this career?
8. Do you see this field as growing and expanding? Can you give me examples of why you think this is happening?
9. Is this a secure field? Can you give me reasons why you think this is true?
10. Does this job give you the challenges you need to stay interested in this field?
11. Do you see yourself doing this job for the rest of your work life? Why (or why not)?
12. I am a person who needs a lot of \_\_\_\_\_ on a job. Does this career field provide that for a person like me?

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## Grading Rubric for Professions of Caring Career Project PART 3

Criteria PART 3: How do I Get There?	EXCELLENT!	OTHER NOTES	NEEDS MAJOR REVISION/MISSING/ NOT COMPLETED
1 a. Discussion of Education Plan and counselor suggestions	YES? 10 Points	N/A	NO? 0
2. Reflection Paper Requirements			
a. Typed, double-spaced	YES? 10 Points	NO? 0	MISSING? 0
b. 2 pages minimum	YES? 10 Points	NO? 0	MISSING? 0
c. Real or perceived obstacles	YES? 5 Points	NO? 0	MISSING? 0
d. Strategy for achieving educational goals	YES? 5 Points	NO? 0	MISSING? 0
3. On time	YES? 10 Points	After due date, no points for assignment 0/50	N/A

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## Grading Rubric for Professions of Caring Career Project PART 4

Criteria PART 4: Reflection of Career Project	EXCELLENT!	OTHER NOTES	NEEDS MAJOR REVISION/MISSING/ NOT COMPLETED
1. Reflection Paper Requirements			
a. Typed, double-spaced	YES? 5 Points	NO? 0	MISSING? 0
b. 2-4 pages	YES? 5 Points	NO? 0	MISSING? 0
c. What you learned about yourself	YES? 10 Points	NO? 0	MISSING? 0
d. Who is successful in this career	YES? 10 Points	NO? 0	MISSING? 0
e. Self-reflection	YES? 10 Points	NO? 0	MISSING? 0
2. On time	YES? 10 Points	After due date, no points for assignment 0/50	N/A

**NOTE:** College-level work means no spelling errors, typos and very few grammatical errors. Your grade may be lowered for below standard work. **HEALTH CARE PROFESSIONALS ARE HELD TO HIGH STANDARDS!**

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## INSTRUCTIONS FOR ELDER PAPER/INTERVIEW

Criteria	Points	
1. Summary of Visit Form	Yes = 20	No = 0
2. Typed Questions & Answers (Interview format)	Yes = 60	No = 0
5. Submitted On-Time	Yes = 20	No = 0/100 No credit for assignment

- Select a person to interview who is at least 65 years young.
- Read the permission statement before your interview to your elder.
- Ask the interview questions on page 16 & 17.
- Type questions followed by quoted response (interview format).
- Complete the Summary of Visit form.
- Your written work is due according to the date announced by your instructor.
- Helpful interview techniques are included on page 18 & 19.

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## **INTERVIEW PERMISSION FORM**

Please read to your Elder the following statement before starting the interview: The Professions of Caring course interview is for the purpose of your learning related to the development of more effective communication skills and enhanced understanding of the developmental process at various ages. The information obtained will be confidential and discussed only with the instructor and the other students involved in similar interviews in this class.

The student will not be available for specific health advice or treatment.



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## A LIFE HISTORY: ELDER INTERVIEW QUESTIONS

### CHILDHOOD GROWING UP:

1. What is your first memory from your childhood?
2. What is your most vivid historical memory?
3. What did your parents make you do that you hated doing?
4. What did you use to do in the evening?
5. What do you remember about going to school?

### YOUNG ADULTHOOD:

1. What was life like as a young adult who was dating? What kinds of things did you do on a date?
2. (if married) What do you remember best about your wedding ceremony or wedding day?
3. How many children?
4. What was it like to be a parent? Was parenting different than it is today?
5. What is your occupation? If you had it to do over again, would you pick that profession?

### LATER ADULTHOOD:

1. Do you have parents or grandparents that were immigrants? If so, from where?
2. Is there someone in your life with whom you can have a close, warm relationship?
3. Do you feel your living arrangements are satisfactory?
4. Have you had to adjust your standard of living since retiring?
5. What do you do to keep your health?
6. How often do you have contact with your children and grandchildren? Other relatives?
7. What do you let your grandchildren do that your children could not do?
8. Do you have any hobbies or ever collected anything?



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9. Have you ever played a musical instrument?
10. What is your strongest asset?
11. What is the best gift you've ever received?
12. What is the most extravagant thing you've ever done?
13. What are you most proud of having done?
14. What is the most important rule you've lived by?
15. Who has had the most influence in your life and how?
16. What would you still like to do that you haven't done yet?
17. Best advice for today's youth?

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## INTERVIEWING GUIDELINES

- Introduce self and purpose of interview.
- Read permission form to the individual to be interviewed.
- Be aware of yourself and the interviewee:
  - Gestures
  - Posture
  - Voice tone and rate of speech
  - Distance between you and interviewee
- Questions concerning *what, how, when, and where* sustain the interview; those asking *why* may be difficult to answer.
- Questions requiring a *yes or no* answer may inhibit flow of conversation, e.g., Are you satisfied with your health care? Instead you might ask, What has your health care been like?
- Avoid judgment, e.g., That is good or That is bad. Rather, Did you feel that was O.K. or not O.K.?
- When you feel it is time to bring closure to the interview, state something like: I have only a few more minutes, is there anything else you would like to talk about?
- Always give your elder some feedback about what you have learned in the interview and ask in what way the interview has been useful or helpful to them.
- Thank the person for sharing their time and their views.
- Set up a specific time for the next interview and inform them of the focus of the next interview.
- Do not share addresses or phone numbers or go to the home of a stranger.
- If the person is willing ask them to sign the Interview Permission Form. If they seem reluctant explain that it is for their protection but they have a right not to sign. It will be necessary in that case to explain that you are not capable at this time of giving advice related to health but if they have a specific problem you will find a resource for them.
- Summarize the interview according to guidelines on Summary of Visit with Elder form.
- In the event an immediate problem is encountered with the interviewee contact your instructor as soon as possible for assistance.

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## PRACTICAL POINTERS TO ENHANCE COMMUNICATION WITH THE ELDERLY

**Valerie L. Remnet, R.N., M.S.W.**

1. Because the elderly person has decreasing energies to cope with the tasks of everyday living, the visitor may have to invest proportionately more energy into the visit.
2. The visitor needs to pace the visit according to the elderly person's fluctuating energy levels and physical conditions.
3. Sensory decrements have to be considered. Communication can be maximized if the visitor sits 1 to 2 feet from the person and faces him directly. Avoid having the older person facing a window or lamp because such bright light can put an additional strain on weakened eyes.
4. The use of touch can be a meaningful communication bridge.
5. Avoid information overload by: speaking slowly; using short sentences; dealing with one thought at a time; and asking for feedback to be certain meaningful communication has taken place. The elderly person needs 15% more time to respond.
6. Enhance the person's feelings of self esteem by both encouraging his maximum participation and acknowledge his role of being an authority on aging. He is the product of his total life experiences and he is the only one who knows what these experiences have been. His past plays a significant part in current functioning.
7. Importance of choices express confidence in the person's ability to make choices and follow through.
8. Motivation to participate in an activity will be increased if: A) an older person is intrigued by a task rather than perceiving it as just busy work; B) the role or activity conveys the message that you are important; C) there is a possibility of forming meaningful relationships.
9. The use of reminiscence is an effective tool in linking relevant past events to present situation.
10. Some elderly do not have the strength to cope with the confusion of bureaucracies. So if necessary, be an advocate. Connect the elderly person with appropriate resources in the community.

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## INSTRUCTIONS FOR ARTICLE CRITIQUE

### Critiques

by Susan Katz and Jennie Skerl

When college professors ask you to write a critique of a text, they usually expect you to analyze and evaluate, not just summarize. A summary merely reports what the text said; that is, it answers only the question, What did the author say? A critique, on the other hand, analyzes, interprets, and evaluates the text, answering the questions how? why? and how well? A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way.

#### Step 1. Analyze the text

As you read the book or article you plan to critique, the following questions will help you analyze the text:

- X What is the author's main point?
- X What is the author's purpose?
- X Who is the author's intended audience?
- X What arguments does the author present to support the arguments?
- X What are the author's underlying assumptions or biases?

You may find it useful to make notes about the text based on these questions as you read.

#### Step 2. Evaluate the text

After you have read the text, you can begin to evaluate the author's ideas. The following questions provide some ideas to help you evaluate the text:

- X Is the argument logical?
- X Is the text well-organized, clear, and easy to read?
- X Are the author's facts accurate?
- X Have important terms been clearly defined?
- X Is there sufficient evidence for the arguments?
- X Do the arguments support the main point?
- X Is the text appropriate for the intended audience?
- X Does the text present and refute opposing points of view?
- X Are there any words or sentences that evoke a strong response from you? What are those words or sentences? What is your reaction?
- X What is the origin of your reaction to this topic? When or where did you first learn about it? Can you think of people, articles, or discussions that have influenced your views? How might these be compared or contrasted to this text?
- X What questions or observations does this article suggest? That is, what does the article make you think about?

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## Step 3. Plan and write your critique

Write your critique in standard APA form. It is generally best not to follow the author's organization when organizing your analysis, since this approach lends itself to summary rather than analysis. Begin with an introduction that defines the subject of your critique and your point of view. Defend your point of view by raising specific issues or aspects of the argument. Conclude your critique by summarizing your argument and re-emphasizing your opinion.

- X You will first need to identify and explain the author's ideas. Include specific passages that support your description of the author's point of view.
- X Offer your own opinion. Explain what you think about the argument. Describe several points with which you agree or disagree.
- X For each of the points you mention, include specific passages from the text (you may summarize, quote, or paraphrase) that provide evidence for your point of view.
- X Explain how the passages support your opinion.

Source of information: Rosen, Leonard J. and Laurence Behrens, eds. *The Allyn & Bacon Handbook*. 1994.

## Report Format

1. Typed, double-space, using 12 font.
2. One-inch margins all around.
3. Copy and paste the article, or provide a link to the article
4. APA Format! **Cite the source of information**. See the example above for the correct format as well as resources in Blackboard under the "resources" link.
5. Due by date on class calendar

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