The Step Process As An Instrumental Tool for Student Development and Submission of Self-Selected Research Projects

Based Upon the Principles Inherent in Universal Design Instruction

Submitted by:
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Title: The Step Process as an Instrumental Tool for Self-Selected Research.

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Overview of “The Step Process”: 

I developed the “step process,” based upon William Glasser’s theoretical concepts outlined in his book titled *Control Theory in the Classroom* which states that we can not force any student to work if he/she does not find the work satisfying. Glasser proposes that punishment does not work for student achievement but that motivation does. A student who is empowered and takes ownership for his/her work becomes a motivated student.

“Basic control theory is the belief that all of our behavior is our attempt to satisfy one or more of five basic needs and that we always choose to do what is most satisfying to us at the time.” (Glasser, P. 17 & 19)

Therefore, in order to empower my students so that their work is personally satisfying, each student is allowed to choose his/her own topic to study in-depth in place of a final exam. The project needs to relate to the student’s own life and it involves research as well as an interactive component using video analysis, actual observations, interviews, or surveys.

The self-selected project is presented within an organizational framework consisting of a rubric for grading and a periodic time table for the submission of a student’s work in a step process throughout the semester, culminating with a comprehensive written 6-8 page paper with all drafts of each step attached.

The procedural steps enhance the organizational skills of each student, allows them to reflect upon their own work, extinguishes procrastination and encourages students to continually edit and revise their work throughout the semester with instructor feedback. The students

- take ownership for their own work.
- express themselves in a personally meaningful fashion.
- engage in interactive research.
- work towards their own self initiated goals.
- edit and revise their own work.
- have fun while learning.
On the next few pages, I will discuss the correlation between the “Step Process” for instruction and the nine principles inherent in Universal Design Instruction.

The unique components of this instructional method are:

- organizational framework
- Step process submissions
- interactive component
- brainstorming and semantic map for initial outline
- article review booklet
- movie review booklet
- self-monitoring checklist
- rubric for grading
- personal contract for submission date
- peer review format
## Correlation between the Nine Principles in Universal Design Instruction and the Step Process:

<table>
<thead>
<tr>
<th>NINE PRINCIPLES OF UDI</th>
<th>STEP PROCESS COMPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1 Equitable Use</strong></td>
<td>The completion of the Step Process is required for all students as part of the course competencies. Students self-select a final project based upon a topical area of interest using a prescribed framework, the student designs his/her project which is reviewed periodically by the instructor prior to final submission.</td>
</tr>
<tr>
<td>Accessible instruction to persons with diverse abilities.</td>
<td></td>
</tr>
<tr>
<td><strong>#2 Flexibility In Use</strong></td>
<td>Individual rates of learning as well as abilities are respected through use of the writing process procedural steps which are submitted during week 4, week 7 and week 11 of the semester and reviewed by the instructor. The instructor gives written and verbal feedback on each step. The student is allowed to edit, revise, and enhance his/her work before final submission. A Rubric is used for development and grading.</td>
</tr>
<tr>
<td>Instruction is designed to accommodate a wide range of abilities.</td>
<td></td>
</tr>
<tr>
<td><strong>#3 Simple and Intuitive</strong></td>
<td>Instructions are provided in a project outline packet consisting of 13 pages, developed previously by the instructor and distributed and reviewed the first week of classes. The packet contains</td>
</tr>
<tr>
<td>Instruction is designed in a straightforward and predictable manner.</td>
<td>• An Introduction and Directions on the Step Process</td>
</tr>
<tr>
<td></td>
<td>• Ideas for a project</td>
</tr>
<tr>
<td></td>
<td>• List of possible journals, authors</td>
</tr>
<tr>
<td></td>
<td>• Suggested videotapes to view</td>
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<tr>
<td></td>
<td>• A semantic maps format for Step #1</td>
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<tr>
<td></td>
<td>• An article summary outline format</td>
</tr>
<tr>
<td></td>
<td>• A.P.A. writing resources</td>
</tr>
<tr>
<td></td>
<td>• Self-Monitoring checklist</td>
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<tr>
<td></td>
<td>• Instructor Rubric grading sheet</td>
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<tr>
<td></td>
<td>• Peer Review form</td>
</tr>
<tr>
<td></td>
<td>• Student contract for submission</td>
</tr>
<tr>
<td><strong>#4 Perceptible Information</strong></td>
<td>Students may access information on-line in all formats for this course and project using PowerPoint presentations, mini-lectures, video viewing and URL web links.</td>
</tr>
<tr>
<td>Instruction is designed so that necessary information is communicated in a multi-sensory fashion.</td>
<td></td>
</tr>
<tr>
<td>NINE PRINCIPLES OF UDI</td>
<td>STEP PROCESS COMPONENT</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| **#5 Tolerance and Error**  
Instruction anticipates variation in individual learning pace and prerequisite skills. | The “Step Process” allows the student with poor organizational and/or writing skills to submit their project in small incremental steps thus giving the opportunity for editing and revisions before final submission. |
| **#6 Low Physical Effort**  
Instruction is designed to minimize nonessential physical effort in order to allow maximum attention learning. | The use of Word Processors, Franklin Spellers and URL web links are encouraged. Models of exemplary papers/projects are shown to students. Self-select projects may be submitted via e-mail as an attachment. |
| **#7 Size Space for Approach and Use**  
Students may be creative in the type of research they conduct and what they do for their hands-on interactive Step 3 activity. Family resources are recommended to make the project personally meaningful and least labor-intensive for the student. | |
| **#8 A Community of Learners**  
The instructional environment promotes inter-action and communication among students. | Students are required to complete an interactive, community based component as Step 3 of their project. Each student is required to share the knowledge they have acquired with their peers. A peer review sheet is utilized for student feedback. (See attached peer review analysis form) |
| **#9 Instructional Climate**  
Instruction is welcoming and inclusive. High expectations are espoused for all students. | The Step process prevents procrastination and fosters the use of personal editing and revision through reflective practices on one’s own work as the semester progresses. A Rubric is used for grading. Students are required to produce a scholarly piece written in APA. |

Individuals with Exceptionalities in the School and Communities
Teacher Preparation Department

Course #EDUC 108
FALL / SPRING / SUMMER

SELF-SELECTED FINAL PROJECT REQUIREMENTS

**STEP Process for Submission**

- **Introduction/Directions / Step Process**
- **Ideas for Project (Step #1)**
- **Ideas for Journals/Sources for Research (Step #2)**
- **Authors**
- **Ideas for Step #3 “Hands On” Component**
- **Suggested Videos**
- **Semantic Map Outline for Step #1**
- **Article Summary Outline Format**
- **Guideline for Bibliography**
- **Self Monitoring Checklist**
- **Instructor Feedback Sheet**
- **Peer Review Form**
- **Contract for Submission of Self Selected Project**
Introduction: In lieu of a final exam for this course you must complete a Self-Selected Research Project as mentioned in your course syllabus. By the fourth week of class you should choose a special education topic that is of interest to you and complete the steps below as outlined on the course syllabus. This project will be developed in steps throughout the course then summarized in a 6-8 page paper to be submitted towards the end of the course. The steps will become the appendices to your final paper: All steps must be submitted with your completed term paper. The term paper is due on the date which you agree to by signing the contract provided on the last page of this document. Your date is _________. Late submission is not an option in this course. Save all of your steps as they will become the appendix to your final paper.

Step #1: Identify Your Project:
1. Choose a topic, next outline your thoughts and the steps you will follow to proceed.
2. Brainstorm the main idea, (complete on form provided, see page #7, enclosed).
3. Pose questions you would like to answer relative to your topic.
4. Submit your outline by week #4 on page #7 enclosed.
5. Write an introductory paragraph “Why I chose this topic” and summarize your 4 or 5 questions that you listed on your outline in paragraph form (Step #1).

Step #2: Narrow Down Your Topic/Review the Literature:
1. Locate and review 4 articles about your topic (you may use books or journal articles or an internet source). Complete the article reviews in the packet distributed in class.
2. Read the articles, summarize the information using the Article Review Packet which will be distributed in class.
3. Submit your questions and article comparisons/summary by week #7.

Step #3: Complete the “Hands On” Portion of Your Project:
1. Complete your visit, class observation, interview or whatever.
2. Summarize this event in paragraph form relative to your topic.
3. Relate your project to your review of literature/research in paragraph form (this will be submitted with your final paper; include your notes in your appendix to your final paper).
4. This should be completed by week #9.

Step #4: Answer the Remaining Questions You Have Raised:
1. Using information you have gathered and your course readings/text summarize the answers to your own questions you have posed by adding additional detail in paragraph form.
2. Refer to information from your text that relates to your topic in paragraph form in the body of your paper.
3. This should be completed by week #12. [Not submitted prior to final paper submission.]

Step # 5: Pulling Your Paper Together/Concluding Your Topic:
1. Give your own opinion regarding your topic in paragraph form.
2. Tell how your topic relates to special education and early childhood.
3. Discuss what you have learned from this project.
4. Submit the typed, double spaced paper on ________ (6-8 pages in length) (one inch margin on all sides)
5. Proofread for grammar & spelling and submit the signed self-monitoring chart found here on page 10 with your final paper.
6. Attach all appendices, bibliography to your paper.
7. Submit your paper on _______. This is a Firm Cut Off Date for all Project Submissions. Late submission is NOT an option for this project.
STEP #1 of Project

Identify Your Project

1. Fetal Alcohol Syndrome
2. Inclusion Controversy
3. Downs Syndrome
4. Communication Disorders
5. Epilepsy
6. Media’s View of People with Disabilities
7. Tourette’s Syndrome
8. War and It’s Impact on Children
9. Environmental Causes of Mental Retardation
10. Technology for Children with Special Needs
11. The Visually Challenged Individual
12. Drug Use and the Unborn Child
13. Deaf and Hard of Hearing
14. College Life for a Person with Special Needs
15. Section 504 and It’s Application, A.D.A. Law
16. Gifted and Talented Children
17. Living in a Group Home
18. Parental Reactions to Children with Special Needs
19. Physically Challenged Individuals
20. The Role of the Teacher of Special Needs Children
21. Resources to Our Community
22. Autism or Pervasive Developmental Disorders
23. Attention Deficit Disorders
24. Cancer and Children
25. Legal Processes
26. Speech and Language Impairments
27. Emotional Disturbance
28. Holding Therapy
29. Infants and Toddlers with Special Needs
30. Attitude Barriers
31. Obsession - Compulsion Disorders
32. Sterilization
33. Career Opportunities
34. The Learning Disabled Child
35. Dyslexia
36. Art Therapy
37. Occupational Therapy or Physical Therapy
38. Family Reactions
39. Pros & Cons to Using Drugs as a Means of Treatment

*This is just a guideline, feel free to create your own topic or idea to research in the area of special education.*
STEP #2 of Project

Narrow Down Your Topic
Possible Journals/Resources/Web Links

Journals:
Behavioral Disorders
Beyond Behavior
Claiming Children
Journal of Emotional and Behavioral Disorders
American Journal of Mental Retardation
Down Syndrome News
Mental Retardation
The Advance
The Journal of the Association for Persons with Severe Handicaps
Supported Employment Infolines
Advocate (Autism)
Autism Research Review International
Journal of Autism and Developmental Disorders
Journal for the Education of the Gifted
Gifted Child Today
Gifted Child Quarterly

Web Links:
IDEA Practices  http://www.ideapactices.org
Autism  http://www.autism-society.org
Deafness  http://www.edu.kent.edu/deafed
Severe Disabilities  http://www.tash.org
Cerebral Palsy  http://www.ucpa.org
A.D.D.  http://www.chadd.org
Epilepsy  http://www.efa.org
Dyslexia  http://www.dyslexia.com
Learning Disabilities  http://www.ldanatl.org
Stuttering  http://www.stuttering.com
Brain Injury  http://www.biausa.org
Blind  http://www.acb.org
When researching your final project you may want to research the following authors in the library or on the Internet to obtain additional information about your topic:

**Suggested Authors:**

- Bloom, B. S.
- Braille, Louis (V.I.)
- Bruner, J. S. (Gifted)
- Frostig, Marianne (M.R.)
- Furth, H. G.
- Gallaudet, Thomas (Deaf)
- Sontag, E.
- Hartmann, R.
- Walker, H. M.
- Snell, M. E. (V.I.)
- Smith, Sally (L.D.)

**Recommended Journals:**

- Teaching Exceptional Children
- The Sight Saving Review
- Exceptional Children
- American Annals of the Deaf
- Volta Review
- Journal of Applied Behavior Analysis
- The Exceptional Parent
- Journal of Special Education
- Education and Training of the Mentally Retarded
- Mental Retardation
- Journal of Visual Impairment and Blindness
- Learning Disability Quarterly
- Journal of Mental Deficiency
- Journal of the Association for Persons with Severe Handicaps
- Journal for the Education of the Gifted
- Gifted Child Quarterly
- Journal of School Psychology
Behavioral Disorders
Exceptional Children
The Pointer
Remedial and Special Education
Journal of Speech and Hearing Disorders
Journal of Abnormal Child Psychology

Also see your text pages 566-609 for authors, titles etc...
Internet sources are also acceptable.
Ideas for Final Project - “Hands On” Portion
STEP #3 of Project

Listed below are some ideas for your interactive portion of this project known as Step #3.
Feel free to be creative & innovative here and propose your own idea as well.

1. **Interview:**
   - An administrator in Special Education regarding laws and regulations
   - A person with a disability
   - A parent
   - A classroom teacher
   - A sibling
   - An administrator in a public school about “Inclusion” pros and cons
   - A representative from Special Olympics, the Epilepsy Foundation etc.

2. **Classroom Observation:**
   - Inclusive program or self contained class
   - Day Treatment Facility
   - Supportive agency

3. **Visitation:**
   - To a Special Education Training and Resource Center, Residential Home or special
     program meeting
   - A child’s home
   - Local hospital
   - Hudson Valley Community College Disabled Student Service Center

4. **Reviewing a TV Series / Videotape Analysis of Movies:**
   (If you choose this option, \( \geq 2 \) are required)
   - watch a TV series (Life Goes On) or 2 videos
   - write observations for 2 shows or videos and comment

5. **Creating a Resource Booklet:**
   - research services available
   - compile a brochure or booklet with name, address, phone number etc...

6. **Telephone Interview with a Respite Program/Agency/Parent Organization:**
   - After School Care
   - Babysitting

7. **Compare/Contrast “2-3” Movies on Persons With Special Challenges:**
   - Rainman, Scent of a Woman, My Left Foot, Simon Birch etc.
   - The Broken Chord, Little Man Tate, Educating Peter
   - A minimum of 2 are required on one topic.

*Be sure to list name, date and details of your visit or interview in the Appendix of your paper.

**NOTE:** If you choose a movie you must watch a minimum of 2 and compare and contrast the content and key points.
**Suggested films/videos to view:**

<table>
<thead>
<tr>
<th>Film/Video Title</th>
<th>Topic</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seizure Disorders and the School</td>
<td>Epilepsy</td>
<td>Epilepsy Foundation</td>
</tr>
<tr>
<td>Awakenings</td>
<td>Physically Challenged</td>
<td>Video Store</td>
</tr>
<tr>
<td>The Other Side of the Mountain</td>
<td>Physically Challenged</td>
<td>T.V.</td>
</tr>
<tr>
<td>The Carrie Buck Story</td>
<td>Sterilization</td>
<td>T.V.</td>
</tr>
<tr>
<td>What About Bob</td>
<td>O.C.D.</td>
<td>Video Store</td>
</tr>
<tr>
<td>The Touching Tree</td>
<td>Obsessive-compulsive Disorder</td>
<td>O.C.D. Foundation</td>
</tr>
<tr>
<td>The ABC’s of A.D.D.</td>
<td>A.D.D.</td>
<td>H.V.C.C. Library</td>
</tr>
<tr>
<td>Children of a Lesser God</td>
<td>Deaf</td>
<td>Video Store</td>
</tr>
<tr>
<td>Rainman</td>
<td>Autism</td>
<td>Video Store</td>
</tr>
<tr>
<td>Forrest Gump</td>
<td>Developmental Delays</td>
<td>Video Store</td>
</tr>
<tr>
<td>David</td>
<td>Down’s Syndrome</td>
<td>H.V.C.C. Library</td>
</tr>
<tr>
<td>Little Man Tate</td>
<td>Gifted</td>
<td>Video Store</td>
</tr>
<tr>
<td>Searching for Bobby Fisher</td>
<td>Gifted</td>
<td>Video Store</td>
</tr>
<tr>
<td>Blink</td>
<td>Visually Impaired</td>
<td>Video Store</td>
</tr>
<tr>
<td>Scent of a Woman</td>
<td>Visually Impaired</td>
<td>Video Store</td>
</tr>
<tr>
<td>The Broken Chord</td>
<td>Fetal Alcohol Syndrome</td>
<td>Mrs. Cupolo</td>
</tr>
<tr>
<td>Educating Peter</td>
<td>Down’s Syndrome</td>
<td>Bethlehem Central Lib.</td>
</tr>
<tr>
<td>ABC’s War and It’s Effects</td>
<td>Physical Challenge Birth Defects</td>
<td>Mrs. Cupolo</td>
</tr>
<tr>
<td>Life Goes on</td>
<td>Down’s Syndrome</td>
<td>T.V. or Mrs. Cupolo</td>
</tr>
<tr>
<td>Nell</td>
<td>Speech and Language Develop</td>
<td>Video Store</td>
</tr>
<tr>
<td>Born to Be Wild</td>
<td>Sign Language</td>
<td>Video Store</td>
</tr>
<tr>
<td>My Left Foot</td>
<td>Physically Challenged</td>
<td>Video Store</td>
</tr>
<tr>
<td>The Piano</td>
<td>Physically Challenged</td>
<td>Video Store</td>
</tr>
<tr>
<td>Arts in Education</td>
<td>Arts in the Classroom</td>
<td>Mrs. Cupolo</td>
</tr>
<tr>
<td>Special Olympics</td>
<td>Physical/Mental Challenges</td>
<td>Mrs. Cupolo</td>
</tr>
<tr>
<td>Steep and Deep</td>
<td>Physical Challenges</td>
<td>Mrs. Cupolo</td>
</tr>
</tbody>
</table>

*Also check your “Movie Review Analysis Packet” for an additional list of videotapes to view with descriptions.*
STEP #1 - Project Outline

Student Name: ___________________________       Section: ___________________________

Directions:
Review the information contained in this packet regarding topic ideas (pg. 2), authors (pg. 4), videos available (pg. 6) and suggestions for hands on exploration of a topic (pg. 5). Decided which topic is of interest to you. Brainstorm your ideas about this topic here:

(IDEA)        (IDEA)

(IDEA)        (IDEA)

(IDEA)        (IDEA)

Next, organize your thoughts in a sequence of questions which you would like to answer as you research your topic here:

Title of My Project/Page will be: _____________________________

The Questions I will answer in my paper are:

1. _____________________________

2. _____________________________

3. _____________________________

4. _____________________________

5. _____________________________
HUDDSON VALLEY COMMUNITY COLLEGE
DEPARTMENT OF TEACHER PREPARATION
This is Step Two

HOW TO SUBMIT AN ARTICLE SUMMARY OR RESEARCH REVIEW

A. Format to follow at top of paper: (See your Article Review Summary Packet)

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Article Name: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name &amp; Number: __________________</td>
<td>Author: _______________________________</td>
</tr>
<tr>
<td>Instructor: ____________________________</td>
<td>Journal Name: __________________________</td>
</tr>
<tr>
<td>Date of Publication: ____________________</td>
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</tr>
</tbody>
</table>

B. When completing an article review or review of several pieces of literature related to this course the following outline should be followed:

I. Summary:

Begin by writing the author’s name, title of the article, Journal’s name, date of publication and pages on the first line.
Ex: In the article written by Busch, Robert titled, “The Red Marble,” Young children, 1992, pages 64-66 the author highlights the following key points...
- List the key points in your own words.
- Compare and contrast the key ideas.

II. Evaluation

Discuss the new ideas you have learned (theories, strategies)
.Did the article give information you can use in your career? If so, explain.
.Was the article theoretical or based upon practical ideas?

III. Recommendation

Would you recommend this article for future use by early childhood educators? Why or why not?

*Be sure to compare/contrast the author’s viewpoints in your final paper submission based upon the article reviews you are doing now.
*In your final paper be sure to include a copy of the articles in your appendices

*Remember you need 3 sources for your final paper. You will submit 3 articles and 3 reviews as appendices. In the body of your paper you will compare/contrast and summarize your research using your 3 reviews as your base.

10
Guideline For Your Bibliography

At the end of your 6-8 page typed report you should have a bibliography page which lists your sources. Your resources (articles or books) should be compiled using an APA style format.

The APA style format is as follows:

For Articles or Books

Citations for periodical articles contain four major parts: author, date, title of articles, and publication information (periodical title, volume number, and page numbers)

Example:

For Electronic Sources

APA recommends giving information from electronic sources in the same format such as author, date, title, from description (such as On-Line or CD-Rom) periodical title and database name for a CD source.

Example:

If you are using a web site be sure to list the web address correctly, such as:

http://www.apa.org/journals/webref.html

Some helpful APA Style resources are:

http://www.psychwww.com/resource/apacrib.htm

http://www.apa.org/journals/webref.html

http://webster.commnet.edu/apa/apa_index.htm
Self-Monitoring Chart/Checklist for Self Selected Project

Directions: Before submitting your final self-selected project for this course you may want to use this self-monitoring chart to be sure you have completed all of the necessary components of this project to ensure a quality paper.

<table>
<thead>
<tr>
<th>Components Required</th>
<th>Included</th>
<th>Not Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page - Your Name, My Name, Title, Section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor Grading Sheet - Page 11 of Project Packed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-Eight Pages, Typed - Narrative Format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double-spaced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Inch Margins</td>
<td></td>
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<tr>
<td>Grammatically Correct</td>
<td></td>
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<tr>
<td>Correct Punctuation</td>
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<tr>
<td>Correct Spelling</td>
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<tr>
<td>Correct Paragraph Formation</td>
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<tr>
<td>Proof Read</td>
<td></td>
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<tr>
<td>MLA or APA format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works Cited/Bibliography Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contained In a Binder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix Well Labeled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contents of Appendix:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step #1 - Semantic Map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step #2 - Articles and Reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step #3 - Hands on Notes</td>
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<td></td>
</tr>
<tr>
<td>Step #4 - Reference to Text</td>
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<td></td>
</tr>
<tr>
<td>Conclusion, Own Opinion in Body of Paper</td>
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</tbody>
</table>

I agree that I have reviewed my term paper and have met all of the criteria listed in the project outline packet.

Student Signature: ___________________________

Date: ___________________________
Components of Final Paper | PointsReceived
---|---
**A typed 6-8 APA or MLA formatted Term Paper written in narrative format which includes all of the following steps:**

**Step #1 Identification of Project**
- Semantic Map - Project Outline Form
- Introductory Paragraph/Definition of Topic

**Step #2 Topic Review/Research Summary**
- Questions Posed
- Background Research
- Literature Review (Compare/Contrast 6 Articles)

**Step #3 Hands On Project Summary**
- Summary of Events in Appendix and in body of paper
- Summary of Information Learned

**Step #4 Summary of Questions**
- Summary of Additional Questions
- Summary of Information gained in class/text

**Step #5 Conclusion and Formatting of Paper:**
- Own Opinion
- Concluding Statements
- How topic relates to regular or special education
- Bibliography APA or MLA format
- Appendices (all previous steps)
- Grammar/Spelling/Typing
- Length of paper 6-8 pages
- 1" margins, double spaced, numbered pages
- APA/MLA Format

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**TOTAL POINTS**

Letter Grade: 

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**Comments:**

* Late submission is **not** an option in this course as stated on the first day of class.
* A Penalty of 10 points is applied when “steps” have not been submitted prior to the final paper’s submission as required as outlined in the Project Outline packet.
## Peer Review for Oral Presentations

**Student Name:** ____________________________  
**Course Section:** ________

**Directions:** As you observe your peers/classmates present a summary of their self-selected project to the class, record your feedback for each presenter below. Give constructive feedback, then rate the presenter’s ability to present his or her topic by giving a final score using a scale of 1-10.

<table>
<thead>
<tr>
<th>Presenter’s Name: ____________________________</th>
<th>Presenter’s Name: ____________________________</th>
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<tbody>
<tr>
<td>Topic: ______________________________________</td>
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<td>Introduction: ________________________________</td>
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Contract for the Submission of My Self-Selected Project
For
Professor Cupolo

Student Name: _______________________________  Date: ________________________

I hereby agree to complete my self-selected project for this course on _________________.
I will also present my oral report on my project on this date. I understand that the consequence for not
submitting my paper on the date indicated, herein, is failure on my self–selected project, a grade of 0
which is 40% of my grade. If I do not present an oral report of my project I will receive a 0 which is
10% of my grade.

Since I have established my own deadline for the submission of my project, I agree to be
responsible and prepared with my completed project on this date.

I have read the information on plagiarism attached to my course syllabus and I understand what
it means. I agree not to falsify any information on my paper and to cite all of my sources frequently. I
understand that failure to do so can be penalized by failure on my paper, failure in the course, and/or
academic dismissal.

Signed: _____________________________________  Date: ________________________
(Student)

Signed: _____________________________________  Date: ________________________
(Instructor)
Directions: As you watch and listen to your classmates present their project record their name and rate their presentation in each area below on a scale of 1 - 20.

1              10            20
Poor           Average              Outstanding

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Introduction</th>
<th>Clarity</th>
<th>Main Idea</th>
<th>Visual Aids</th>
<th>Conclusion</th>
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