# Course Information:

**College of Charleston**

**EDFS 764: Social and Emotional Development of Gifted and Talented**

**Fall 2011**

Three hours of graduate credit

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Fall: Nine Wednesdays, 10/5, 12, 19*, 26, 11/2*, 11/9*, 11/30*, 12/7, 12/14, 2011, at North Charleston campus. *<em>Hybrid – Combines five face &amp; four <em>online sessions.</em></em> Class times are 4:30 – 9:30 p.m. in Room 134</th>
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<tbody>
<tr>
<td><strong>Instructor's Name:</strong></td>
<td>Julie Dingle Swanson, Ed. D.</td>
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<tr>
<td><strong>Office Hours:</strong></td>
<td>An hour before class (3:30 – 4:30 p.m.) at North campus; and by appointment</td>
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<tr>
<td><strong>Office Location:</strong></td>
<td>School of Education, Health, and Human Performance, Room 218</td>
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<tr>
<td><strong>Office phone/Fax/Email:</strong></td>
<td>953-5106 953-5407 fax [<a href="mailto:swansonj@cofc.edu">swansonj@cofc.edu</a>]</td>
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<tr>
<td><strong>Course Prerequisite:</strong></td>
<td>EDFS 761: Introduction to Curriculum for the Gifted and Talented or permission of instructor</td>
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<tr>
<td><strong>Course Description:</strong></td>
<td>This course extends basics of gifted learners’ nature and needs to in-depth study of theory and research on their social and emotional development and implications for guidance, counseling, and teaching. Students review research on affective characteristics, personality traits, family factors, special populations, and cultural and linguistic influences on student growth.</td>
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<td><strong>Course Outcomes:</strong></td>
<td>All teacher preparation programs in the EHHP are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three</td>
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Competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become a more effective teacher.

**Professional Behaviors and Dispositions:** You are responsible for content and assignments. You are expected to demonstrate professional behaviors consistent with the following dispositions:

The belief that all children can learn.
Value and respect for individual differences.
Value of respectful human interaction.
Intellectual curiosity, enthusiasm about learning, and willingness to learn new knowledge.
A commitment to inquiry, reflection, and self-assessment.
Value of collaborative, and cooperative work.
Sensitivity to community and cultural context.
Fair, responsible and ethical practice.

Course outcomes are derived from the standards set forth by the CEC (Council for Exceptional Children), the NAGC (National Association for Gifted Children) and the NCATE (National Council for the Accreditation of Teacher Education). These standards define expectations for the EEHP. The course outcomes, organized by the Elements of Teacher Competency, follow:

**Course Outcomes:** At the conclusion of this course, the student will

1. understand how the asynchronous development and characteristics of the gifted learner are connected to his/her unique socio-emotional development,
2. be well-informed of the resulting socio-emotional needs of gifted students (e.g., underachievement, perfectionism, multipotentiality).
3. identify differentiated guidance and counseling efforts that are key to the gifted learner’s well-being,
4. research special populations and the social emotional needs which may put some more at-risk of failure,
5. demonstrate affective curricular and instructional approaches which complement the social and emotional needs of gifted students,
6. match career guidance services with the needs of these youngsters, and
7. be familiar with research on promising practices and interventions.

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<tr>
<th><strong>Course Requirements:</strong></th>
<th>In order to differentiate for you and individualize learning outcomes more in line with your particular learning needs and interests, you will have some choice as to</th>
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</table>
**Projects/Assignments:** which assignments you will complete for your final grade. Core assignments are required for all; these are assignments #1 - 5. Other assignments (# 6 – 11) are provided as choices for you. Additional details including criteria for assessment are found in the assignment packet.

**Core assignments:**

1. **Reflective E Journal Responses: 15 points** - Drawing on the Delisle and Galbraith text and/or another resource developed for gifted learners, you will select three to five ideas/activities/strategies and conduct those with gifted students in your school. You will keep an electronic journal using reflecting on what you learned during those activities relative to social and emotional issues of your students. A specific format will be provided to guide your reflection in particular areas. **Due 11/9.**

2. **Support Plan: 20 points** - In this assignment, you will design a plan to support gifted students as they face challenges created by their unique social/emotional needs. The plan will be a 5-10 hour sequence of support experiences for a group of gifted students. Your support plan will be organized as an informal “unit” of study, with a guiding issue or question which focuses the planned experiences, with specific objectives, description, and planned assessment. More details are provided in the assignment packet. **Due 12/7**

3. **Online Sessions- Seminar Assignment: 15 points** - You will read one of the assigned books from the Practical Strategies Series in Gifted Education. In online sessions, your small group and you will present key understandings and conduct a discussion with the class on one of these books: 1) *Motivating Gifted Students.* 2) *When Gifted Students Underachieve: What you can do about it.* 3) *A Menu of Options for Grouping Gifted Student.* 4) *Social and Emotional Teaching Strategies.* You will create a Voice Thread presentation that will be shared online. You will “present” the ppt online and lead an online discussion where you share key information for parents, educators, and students; strategies and tips to address the topic/issue; and important resources included in the book.  

   **Seminar One:** due 10/19 online session  
   **Seminar Two:** due 11/2 online session  
   **Seminar Three:** due 11/9 online session  
   **Seminar Four:** due 11/30 online session  

4. **Active and substantive participation in online sessions: 15 points @ 5 points per session.** Specific expectations will be outlined for your participation in sessions that you do not
5. **Final Assessment: 10 points** - You will complete a final assessment in which you demonstrate deep and comprehensive understanding of course content. **12/14 final exam period.**

Total possible points from core assignments = 75 points total

**Choice Assignments for additional points:**

6. **Three Research article reviews - 15 points** - Select a specific area for targeted reading and read three articles from scholarly journals. Complete a two page review of each. Rubric provided in assignment packet. **Due 10/26**

7. **Five Web reviews - 10 points** - Locate five websites that are specific to the social and emotional issues for gifted youngsters. Using a specified review format, you will review and share the highlights with the class in an online format. Rubric provided in assignment packet. **Due 10/26**

8. **Affective teaching strategies - 5 points** - Using resources outside of those provided by the course instructor, compile a toolbox of 5 teaching strategies that can be used by teachers and/or counselors to address the affective development of your gifted youngsters. Rubric will be provided. **Due 11/30**

9. **Parent sessions/resources - 5 points** - Create a series of 2-3 GT parent sessions addressing a pertinent social/emotional issue. As part of the sessions, compile a bibliography for parents with useful resources. Rubric will be provided. **Due 11/30**

10. **Career and College counseling sessions/resources - 5 points** - Create 3-5 sessions specifically designed to counsel gifted students relative to career and college decision-making. As part of the sessions, create a bibliography of useful resources. Rubric will be provided. **Due 11/30**

11. **Action research project - 20 points** - Design and implement a brief action research project in your classroom or school exploring an issue relevant to this course. Rubric will be provided. **Due 12/7**

Specific descriptions of assignments including criteria for evaluation found in assignment packet.

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
<th>A= 93-100</th>
<th>B+ = 89-92</th>
<th>B = 85-88</th>
<th>C+ = 81-84</th>
<th>C = 77-80</th>
<th>F = 0 - 76</th>
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<tr>
<td>A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses.</td>
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<td>There are no minus grades in graduate courses.</td>
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**Evaluation Criteria:** Each assignment counts as the following percentage of your grade.
Total points possible: 100
College of Charleston EHHP grading scale above will be used.
Reflective E Journal Responses 15%
Support Plan 20%
Seminar Assignment 15%
Online participation 15%
Final 10%
Choice Assignments: up to 25%

Total 100%

**Resource Reading List:**


**Attendance Policies:**

Please note that we have reviewed the EHHP attendance policy during the first class meeting. The instructor in this course will adhere to that policy. Adherence to this attendance policy means that any student with absences in excess of 85% of class time will be dropped from this course. Coming to class late and leaving early are noted and will be considered as time absent from class.

**Honor System:**

All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook](http://studentaffairs.cofc.edu/honor-system/studenthandbook). Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

[http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html),
[https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and
[http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

**Tentative Course Calendar:** (date and specific topic and assignments for each course meeting)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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5
| Class One- 10/5 | Introduction and course overview  
NAGC standards- where do we see aspects related to Social and emotional development, Guidance and Counseling  
Gifted children: who they are and why  
-beliefs  
-needs  
-myths  
Social and Emotional Characteristics of Gifted Children that may pose challenges (Reis and Moon)  
Colangelo: *Counseling Gifted and Talented Students*  
Models and strategies (Reis and Moon) | Cross, pp. 1 -26  
Delisle & Galbraith,  
Chapters 1 and 2 |
|---|---|---|
| Class Two- 10/12 | Gifted children: who they are and why  
-Erikson: Theory of Psychosocial Development  
-Mixed Messages  
-suicide and the gifted youngster  
Emotional Dimensions of Giftedness  
Character Analysis | Cross, pp. 27-78  
Delisle & Galbraith,  
Chapter 3, 4, 5 |
| Class Three- 10/19* | **Online class:**  
Seminar: Motivating Gifted Students |  
| Class Four- 10/26 | Guiding Gifted Children  
-guidance and support  
-practical advice  
-communication and relationships  
-identity  
Share- research reviews; web reviews.  
Promising Practices and Interventions Parenting (Olszewski-Kubilius)  
Counseling Needs and Strategies (Moon)  
Career Counseling for Gifted (Greene)  
Research and Web Reviews  
Discuss Support Plan Assignment  
Gifted students with special needs: Students from poverty, CLD, ADHD,  
Delisle & Galbraith,  
Chapter 7, 6  
Cross, 79-92; 121-141  
**Web Reviews due**  
**Three Research Article Reviews due** |
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Online class: Seminar: When Gifted Students Underachieve</th>
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<tbody>
<tr>
<td>Class Five</td>
<td>11/2*</td>
<td>Seminar: When Gifted Students Underachieve</td>
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<td>Class Six</td>
<td>11/9*</td>
<td>Seminar: Social &amp; Emotional Teaching Strategies</td>
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<td>Reflective Journal Due</td>
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<td>Cross, 143-160</td>
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<td>Delisle &amp; Galbraith, Chapter 8</td>
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<td>Class Seven</td>
<td>11/30*</td>
<td>Seminar: Grouping Gifted Students</td>
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<td>Choice Projects due:</td>
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<td>Affective Teaching Strategies</td>
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<td>Strategies Toolbox due</td>
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<td>Parent sessions/Resources due</td>
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<td>Career/College Counseling sessions due</td>
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<td>Class Eight</td>
<td>12/7</td>
<td>Gifted Children Today</td>
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<td>- Columbine</td>
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<td>What is “affective education”?</td>
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<td>Developing questions using Krathwohl et. al’s Affective</td>
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<td>Taxonomy</td>
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<td>Strategies: Classroom environment</td>
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<td>Share choice projects- parent session, toolbox of</td>
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<td>strategies, career counseling session</td>
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<td>Connecting the parts: What have you learned?</td>
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<td>Informal Presentation of Plans</td>
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<td>Critical feedback from peers</td>
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<td>Go over expectations for final</td>
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<td>Class Nine</td>
<td>12/14</td>
<td>Final assessment</td>
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<td>Support Plan due</td>
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<td>Action Research Project due</td>
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<td>(choice project)</td>
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Final due
Please note that points will be deducted for any late assignment.

**Journal of Reflections on social/emotional strategies = 15 points**

**Due on or before : 11/9**

Drawing on the Delisle and Galbraith text and/or another resource developed for gifted learners, you will select three to five ideas/activities/strategies related to social/emotional development and understanding and conduct those with a group of 3 or more gifted students. After each session, you will write a journal entry reflecting on what you learned during the activity relative to social and emotional issues of your GT students.

The specific format to guide your reflection follows.

- You will keep the journal between now and the date due as a word-processed document. You will email your journals to me at swansonj@cofc.edu on or before the due date.
- Each entry will be one - three pages. You will have a minimum of three entries. Each entry should be titled with your name, the date, and topic(s) addressed in each entry.
- Content of each entry must include but is not limited to the following:
  - A profile of the students you worked with in the activity.
  - Where and when the session was conducted.
  - The activity and why you selected the idea/activity.
- Each entry should include reflection on what you learned during and after the work with students.

**Assessment will be based on the following criteria:**

- **Format- length and grammar/spelling (3 points)**
  - Electronically submitted with length of each entry 1 to 3 pages
  - Professionally written: accurate spelling and grammar usage
- **Content points addressed completely (6 points)**
  - Provides description of the activity and why you selected the idea/activity.
  - Provides a profile of the students you worked with in the activity and indicates where and when each session was conducted.
- **Reflection is thoughtful and substantive (6 points)**
  - Reflective comments communicate what you learned during and after the work with students.
Support Plan = 20 points
Due 12/7

Gifted students have unique social/emotional needs. Your assignment is to design a plan to support gifted students in your school as they face unique challenges.

The plan will be a 5-10 session sequence of support experiences for a group of gifted students. Your support plan will be organized as an informal “unit”, with a guiding issue or question (e.g., perfectionism, underachievement, twice exceptional learners, gifted females, etc.) that focuses the planned experiences, with specific objectives, description, and planned assessment for the experiences.

Provide enough detail so that a person with experience and knowledge of gifted students could work with your plan to provide their students with a similar experience.

For example, for a series of discussions with students focused on the issues, “What does it mean to be gifted?”, you would provide leading questions and key points to seek out and emphasize in answers. For a project such as service learning with a group of other GT students, you would describe the tasks and learning expectations for students.

The plan will include
WHO: Description of targeted students: ages, area(s) of talent, demographic characteristics, etc.
♦ WHAT and WHY: Guiding issue/question and explanation of the relevance to social and emotional development of GT students
♦ HOW: 5-10 sessions of planned experiences, each with specific objectives/outcomes, brief description, assessment

Criteria for evaluation: 20 points total
Content of Plan 10 points
✓ Does the plan respond to appropriate social/emotional issues for the students?
  • Relevant guiding issue/question/focus identified

✓ Does the plan set realistic goals?
  • Goals appear reasonable, given the parameters of the situation (age of students, issue/s addressed, available resources, time for work with students, etc.)

✓ Does the plan reflect an understanding of the particular social/emotional issues gifted students face?
  • Explanation/rationale provides basis for the plan
• Targeted students described and relevance of focus on this particular group explained.

✔ Does the plan show responsiveness to individual differences within the group?
  • Provisions for choice, individual expression, and/or open-endedness evident.

Assessment of Plan ______ 5 points
✔ Does the plan include reasonable assessment of its outcomes?
  • Desired outcomes are specified for each goal/session
  • Appropriate assessment for each outcome is included

Organization of Plan ______ 5 points
✔ Does the plan include the specified components?
  Introduction: Guiding question/rationale/target audience

✔ Is the plan clear?
  Each session clearly and concisely described
  Plan is understandable

✔ Is the plan written in a professional manner (mechanics, layout, etc.)?
  Plan is word-processed
  Plan is error-free
  Plan is easy to follow
Online Sessions: Seminar Assignment = 15 points for the session you lead

Seminar One: Motivating Gifted Students: due 10/19
Seminar Two: When Gifted Students Underachieve: 11/2
Seminar Three: Social & Emotional Teaching Strategies: 11/9
Seminar Four: Grouping Gifted Students: 11/30

You will read one of four books from the Practical Strategies Series in Gifted Education. You and a partner/s will present key understandings to the class on one of the four books during an online session:

Seminar 1) Motivating Gifted Students
Seminar 2) When Gifted Students Underachieve: What you can do about it.
Seminar 3) Social and Emotional Teaching Strategies
Seminar 4) A Menu of Options for Grouping Gifted Students

You will create a PowerPoint presentation combined with written or spoken notes on Voice Thread to share key information for various stakeholders including parents, educators, and students; strategies and tips to address the topic/issue; and important resources included in the book.

Evaluation of this assignment is based on the following:

**Content Summarized and Presented: 10 point value**

- **Define, describe, exemplify:** (6)
  - A definition with sufficient detail to understand the key aspects of the topic is provided
  - Additional description clearly explains what makes the issue/topic important in understanding social and emotional development of GT learners
  - Strategies and tips that address the issue/topic are specified and explained
  - Concrete examples provided.

- **Useful, relevant aspects and resources:** (4)
  - Useful, relevant aspects are shared for parents, educators, and students
  - What works in addressing this issue/topic is reported
  - Key resources are provided

**PowerPoint and presentation: 5 point value**

- Communication is clear, well-planned, and flows well. (1)
- No more than 24 slides are utilized (1)
- Communication is varied, interesting and engaging. (1)
- Communication is professional and error–free. (1)
- All in the group contribute in significant ways. (1)

**Online Time:** as a seminar "presenter", you are responsible for

1. Voice Thread presentation completed and posted by due date, 8 a. m.
2. Email invite sent out to all classmates and me to join and comment on your Voice Thread presentation, using Google mail address as the email to invite each person.

3. Allow classmates from posting period TBA to view and comment, raise questions, and discuss.

4. Revisit the Voice Thread a minimum of three times during the posting period to answer questions, respond to comments, and add your own insights.

5. Formal presentation and discussion officially ends on the due date, 8 p.m.

**Participation points = 5 points for each session you do not lead= 15 points total**

**Online Time: as a “participant” in the online discussion:**

1. View the Voice Thread presentation/s during the period they are posted.
2. Participate by adding comments, questions on the presentation as well as responding to other comments and questions posed by your classmates.
3. FULLY participate by linking the discussion back to our readings and to your experiences. Both are important for full participation.
4. Revisit the Voice Thread a minimum of **three different** points in time during the posting period to “listen” and respond to other comments.

If you use Smart Board software and not PPT, follow these steps to incorporate those pieces into your Voice Thread:

Create the Smart Board presentation.

Then under File > Export choose JPG.

This will allow you to export each notebook “slide” as a graphic.

Graphics can then be uploaded into Voice Thread.
Assignment Choices:

**Three Research article reviews** - 5 points each for total of **15 points** - select a specific area for targeted reading and read three articles from scholarly journals. Complete a two page (minimum) review of each. **Due 10/26**

**Product:** Three 2-3 page reviews

Each review will include and be assessed on

1. **Format:** Double-spaced, 12 point font, error-free. Complete article citation using APA 6th edition format. (2 points)
2. **Content:** One third summary of article; two thirds reaction to the article. Some guiding questions for your reaction include: Of what significance is this research? What relevance does this information have to my work with gifted youngsters? How might I use the information? What are implications of the article? (2 points)
3. **Topic:** Clearly related to social and emotional issues for gifted learners (1 point)

**Five Web reviews** - 2 points each for total of **10 points** - Locate five websites that are specific to the social and emotional issues for gifted youngsters. Using a specified review format (provided), you will review and share the highlights with the class. **Due 10/26**

**Product:** Review sheet and informal sharing with class.

For each review, complete the web evaluation form (2 points for each accurately, completely submitted web evaluation form). Informally and briefly share relevant highlights with the class. Form (hard copy and electronic copy) provided.

**Affective teaching strategies** - 5 points - Using resources outside of those provided by the course instructor, compile a toolbox of 5 teaching strategies that can be used by teachers and/or counselors to address the affective development of your gifted youngsters. **Due 11/30**

**Product:** Toolbox format to be determined by you. For each strategy in your toolbox, provide the following:

1. **Name and brief description of the strategy:** How might it be used? What affective issue/s is the strategy designed to address? (.5 points)
2. **Specify source as well as who might find the strategy useful:** teachers (elementary, middle, high), counselors, parents, others? (.5 point)

Points based on 5 strategies @ 1 point per strategy.

**Parent sessions/resources** - 5 points - Create a series of 2-3 GT parent sessions addressing a pertinent social/emotional issue. As part of the sessions, compile a bibliography for parents with useful resources. **Due 11/30**

**Product:** Brief description which includes

1. A purpose and/or focus for your sessions. (1 points)
2. An outline/agenda for each of the sessions with enough detail to show the basic content of the session. (2 points)
3. A bibliography for parents with five to seven relevant (to your purpose/focus) resources. (2 points)
Career and College counseling sessions/resources- 5 points- Create 3-5 sessions specifically designed to counsel gifted students relative to career and college decision-making. As part of the sessions, create a bibliography of useful resources. Due 11/30

Action research project – 20 points- Design and implement a brief action research project in your classroom or school exploring an issue relevant to this course. Due 12/7

Project will include the following components (adapted from W and M Research Model, VTB and Little, 2003, p. 70):

• Description of the issue or problem under investigation (3 points)
  o What is the issue/problem? Who are stakeholders and what are their positions? What is your position?
• Relevant data drawn from the literature (3 points)
  o What are sources: print, persons, media sources, other? What are findings based on literature reviewed?
• Research questions guiding your inquiry (3 points)
  o Formulate specific questions that can be answered by a set of data.
• The action/s and/or interventions you employ to address the issue and to provide data to answer your research questions (2 points)
  o What evidence do you need to answer your research questions? How might you gather the evidence (e.g., observations, interviews, journals)
• Data from your actions/interventions and your interpretation based upon data generated (3 points)
  o How might I summarize what I found out? What could I use to represent the data visually? What do the data mean? In what ways do the data support my original point of view? How do the data refute that original viewpoint? What can I conclude from the data?
• Implications and new questions to be answered (3 points)
  o What implications can be drawn from the data and my interpretation of the data? What are remaining questions that need to be answered?
• Communicate your findings in a PowerPoint presentation (3 points)
  o Clear statement of purpose, background, and research questions. Explanation of actions taken to gather data. Description of the data and your conclusions. Report of next steps.