



Advanced School Counseling
COUN 5780 – 3 credit hours

Monday 5:00 – 7:50 pm
HWH #

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HWH 219

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Office Hours: Mon. 2:30 – 4:30 pm
Thur/Fri 2:30 – 4:30 pm
(also by appointment)

Required Textbook:

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs*, 3rd Ed. Alexandria, VA: Author.

Bronson, P., & Merryman, A. (2009). *Nurture shock*. New York, NY: Hatchette Book Group, Inc.

Required reading: Selected readings from bibliography in the syllabus

Course Prerequisites: Completion of program prerequisites or concurrent enrollment and admission into the counseling master's degree program.

Attendance Policy: Attendance for all courses is mandatory. The structure of this course and the course's importance in your development as a professional school counselor requires your attention and regular participation. Only *one* unexcused absence will be allowed. Points will be deducted from your final grade if you miss more than one day of class by 3points, for every increment of 30 minutes .5points. **ALL LATE** assignments will automatically receive half points deducted from the assignments total score; therefore, make sure the instructor is informed in advance if you are unable to meet deadlines for any reason (including illness or family emergency as well as any technical problems). Students may be dropped from the course if they do not participate in the class for two weeks (starting with the second week of class) following University policy. Please note, it is the student's responsibility to drop this course, if you are unable to meet the requirements

ADA Policy: Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190 (773) 995-4401. Accommodations may be requested at any time, but they are not retroactive.

Emergency Procedure Request: In order to maximize preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of each semester. This request is made to improve the safety of all members of the CSU Community.

Conceptual Framework: The College of Education and the Department of Psychology's conceptual framework serves as the model for preparing all candidates to succeed in serving urban populations. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education

community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning.

Department Mission: The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

This course draws upon the conceptual framework in that students are assessed throughout the semester with both formal and informal measures. This is implemented to engage the students in understanding the material and the application of the lessons. Technology is integrated into the curriculum to draw from external sources and become familiar with on-line technology. Cognitively challenging standards are set to motivate the students to develop an understanding of the professional responsibilities of a school counselor.

Course Description: Introduction to the role and function of a school counselor within a school setting drawing from a theoretical and developmental perspective; Examines all aspects of professional functioning including, history, organizational structure and credentialing, ethics, standards, and a school counseling comprehensive program.

Method of Instruction: The method of instruction includes “socratic” teaching, which involves teaching by questioning more so than by telling as well as group discussion, guest lectures, review of documents and films, group activities and presentations, and individual presentations. Throughout course discussion, an emphasis on the use of a culturally sensitive pedagogy relative to all subject matter will be implemented.

Use of Technology: Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via Moodle (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU Moodle will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to Moodle and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either Moodle or your email account, contact the Center for Teaching and Research Excellence (CTRE) as soon as possible at (773) 995-2960 or ctre@csu.edu or stop by Library 318. If you do not utilize your university email account, CTRE can assist you in having your messages forwarded to the address of your preference. *When using your computer during class inappropriately for anything outside of class notes and any other device that causes distraction for the instructor or colleagues during lecture, the instructor will request the student not to bring computer and/or other devices to future classes.*

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off all electronic devices that make noise such as cell phones, alarms, etc.

Program Objectives met in this Course (*italicized*):

1. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*
3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. *Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.*
5. *Effectively respond to professional and ethical issues.*

6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

Students will meet the following Course Objectives and Student Outcomes: Assessments/Student Outcome Measures

Course Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School ISBE = IL State Board of Education
a. To know the history, philosophy, and trends of the school counseling and educational systems	Reading, exams	CACREP = 1a
b. To understand the professional roles, functions of school counselor, and relationships with other human service and integrated health systems, including strategies for interagency/inter-organization collaboration, collaboration, communications and relationship to roles of other school professionals and support personnel as well as strategies to enhance teamwork within school and larger community.	Reading, discussions, assignments, exams	CACREP = 1b
c. To identify school counselors' roles and responsibilities as collaborative members of an interdisciplinary community and emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	Reading, discussions, exams	CACREP = 1c
d. To know and apply models or school counseling programs	Reading, discussions, assignments	SC = 1b
e. To understand assessments specific to P-12 education	Reading, discussions, assignments	SC = 1e
f. To understand school counseling professional organizations, including membership benefits, activities, services to members, and current professional issues	Reading, discussions, assignments	CACREP = 1f
g. To explain the professional preparation standards and credentialing of school counselors, including certification,	Reading, discussions, assignments	CACREP= 1g

licensure, and accreditation practices and standards, and the effects of public policy on these issues		
h. To understand the development of school counseling program mission statements and objectives	Reading, discussions, assignments, exams	SC = 3a
i. To understand legislation and government policy relevant to school counseling	Reading, discussions, exams	SC = 2m
j. To understand technology's impact of the counseling profession		CACREP = 1k, 5e
k. To apply the ethical standards of school counseling professional organizations and credentialing bodies, and applications of ethical and legal considerations in school counseling	Reading, discussions, assignments, exams	CACREP = 1i
l. To understand the design and evaluation of school counseling programs	Reading, discussions, assignments, exams	SC = 3b
m. To understand core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Reading, discussions, assignments, exams	SC = 3c
n. To develop interventions to promote academic development	Reading, discussions, assignments, exams	SC = 3d
o. To understand the use of developmentally appropriate career counseling interventions and assessments	Reading, discussions, assignments, exams	SC = 3e
p. To demonstrate skills to critically examine the connections between social, familial, emotional, and behavior problems and achievement	Reading, discussions, assignments, exams	SC = 3h
q. To identify approaches to increase promotion and graduation rates	Reading, discussions, assignments, exams	SC = 3i
r. To apply strategies for implementing and coordinating peer intervention programs.	Reading, discussions, assignments, exams	SC = 3m
s. To understand how to use accountability data to inform decision making	Reading, discussions, assignments, exams	SC = 3n
t. To understand how to use datae to advocate for programs and students.	Reading, discussions, assignments,	SC = 3o

	exams	
x. To identify community resources and referral sources		SC = 2k
y. To understand legal and ethical considerations specific to school counseling		SC = 2n

Professional Standard Sets

Council for Accreditation for Counseling and Related Educational Programs (CACREP)

<http://www.cacrep.org>

American School Counseling Association <http://www.schoolcounseling.org>

Grading Policy:

- A= 90-100 points
- B= 80-89 points
- C= 70-79 points
- D= 60-69 points
- F= 59 points and below

Evaluation Criteria: Students are expected to read the weekly assigned readings. Class discussions are based on the assigned readings and assignments listed in the syllabus. All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to class and any online discussions scheduled for class. The depth and evidence of familiarity of the readings will be assessed for the class participation grade. Your overall grade for the course is determined by the following criteria.

Method(s) of Evaluation/Grading Formula: *(See attachments)*

- 1. Group Project 30
 - 2. Dyad Presentation 25
 - 3. Real Life Classroom
 - a. (RLC) Mini Internship 10
 - b. Practitioner Interviews 15
 - c. Forum Postings 15
 - 4. Class Assignments 05
- 100

Course Requirements:

Group Project. Your group project will be a presentation of a School Counseling Comprehensive Program that you may have as a resource or implement once becoming a school counselor. This project is to advance your understanding of school counselor expectations based on the ASCA National Model and the Michigan Comprehensive Model and should familiarize you with your future role as a school counselor. According to class discussions, there are several stakeholders within a successful school program. As a future school counselor your Comprehensive Program should include the following materials to support your role:

- A school counseling mission
- An identity statement
- An educational piece explaining the school counselor’s role and job duties,
(Can be in the form of a letter, power point, graph, or picture, etc. BE CREATIVE!)
- A greeting to faculty and staff introducing the school counseling/guidance department,

- A greeting to parents introducing the school counseling/guidance department,
- A generic letter to a community organization that your department would like to partner with for the success of your students,
- School counselor brochure,
- A teacher survey assessing student issues, teacher concerns, student needs, etc.,
- Classroom guidance curriculum schedule of at least 10 themes with accompanying activities,
(BE CREATIVE BUT RELATIVE TO REAL ISSUES)
- Minimum of five group counseling programs that are gender specific, cultural specific, unisex, and identity formation.
- A transitional prospective plan
- A method of how you will evaluate your program.
- A calendar of events for scheduling purposes

Your presentation should be bound in a 3 ring binder. Each form or insert should be protected by transparency sheets. Your final presentation should be in power point format for class presentation while your binder is viewed by your audience. All work should be in APA format and all references used should be cited and listed in reference list.

**School Counseling Program
Group Project Rubric:**

Group: _____

School Level: _____

Total Points: _____ **/30**

SCHOOL COUNSELING PROGRAM GROUP PROJECT RUBRIC	Possible Points	Actual Points Received
Creativity: *Appropriateness of: (3) - Age - Time - Topic *Identity & Mission (2) *Guidance Activities (2) *Brochure (1) *Advocacy (2)	10	
Professionalism: *Presentation/Appearance (4) *Knowledge/Skills (4)	8	
Relevance to: *Needs *Culture *Population	3	
Group Participation/ Feedback Evaluation Forms	5	
APA/Grammar	2	
Neatness/Consistency	2	

COUN 5780 – EVALUATION OF GROUP MEMBERS

Your group project is the result of the combined efforts of your group members. In order to fairly evaluate your project and each group member individually, your candid input is needed. Assuming that your final submission is the result of “100%” effort, you are responsible for assigning a percentage to each of your group members that represents their efforts and participation. The following questions should be considered when completing this form.

- Was effort equally distributed amongst all group members?
- Did one member assume more responsibility and provide more effort than others?
- Did someone let the group down, even though the end result was successful?

List each group member’s name (including your own) and briefly describe the role the individual demonstrated in this project. Assign a percentage of effort to each member. As you total the percentage of effort assignments, be sure it totals 100%. Thanks for your candor with this evaluation.

YOUR NAME: _____

SCHOOL DISTRICT NAME: _____

Group Member # 1: _____ Percentage of effort/contribution: _____%

Their role:

Group Member #2: _____ Percentage of effort/contribution: _____%

Their role:

Group Member #3: _____ Percentage of effort/contribution: _____%

Their role:

(Use back if necessary)

Dyad Presentation. Your dyad presentation is a research investigation with a minimum of 12 references (FROM CREDIBLE SOURCES) in APA format on one of the following topics:

1. **Special Education and 504 Issues**
2. **Legislative Issues: Nationally, Regionally, Statewide, and Locally**
3. **Role and current state of Unions in Schools**
4. **School Administration, Discipline and Attendance.**

Your book should be used as one of your references; however, your references should come from scholarly journals, books, chapters, AND credible organizations.

The meat of your presentation should include:

- A Historical account of the topic: What was the situation that caused this topic to be of concern and what was taking place before the topic became newsworthy?
- Who was the pioneer in developing this topic?
- What is the true meaning behind the topic and how is it currently defined?
- Why did the topic become necessary for implementation?
- Where did the grassroots begin?
- Within what timeframe and era did the topic’s development take place?
- How was the topic implemented? What was the method or strategy used?
- The topic’s current practice, laws, and/or guidelines.
- Critical incidences that led to current practices
- Based on the historical information, the topic’s current practices and our country’s current state of affairs, what changes would you propose? Or what parts of the practices you believe needs strengthening, revised, or terminated. Why?

Dyad Presentation Rubric:

INVESTIGATIVE RESEARCH PRESENTATION	Presentation Possible Points	Actual Points
<i>Bullets Answered</i> (10) <i>Depth of Research</i> (5) *Content demonstrates several supporting scholarly references *Content illustrates clear and critical processing of topic	15	
<i>References</i> (min. 12) (2) <i>Handouts</i> (2)	4	
<i>Professionalism</i> (1) <i>Co-facilitation</i> (1)	2	
<i>APA</i> (2) <i>Grammar/Mechanics</i> (2)	4	

****CAUTION:**

Before submitting your final draft of your paper, go to the academic support center in the Library, 4th floor to have your paper proofread for accurate APA format and flow of paper. A confirmation slip should be attached to your paper from the writing lab before submitting your final work or your paper WILL NOT be accepted. You will need to review the criteria to ensure your work is being reviewed per the proposal’s requirements before submitting.

Real Life Classroom. The real-life classroom (RLC) is designed to intensify student's self-awareness about differences and enrich knowledge about cultural practicalities in school counseling. Students leave the academic classroom and venture into the *real-world classroom* to experience, first hand, the cultural values, worldviews, and life experiences of the counselor's role and environment studied. Students participate in real-life experiences that challenge multi-dimensions of their beings such as prior knowledge, personal experiences, and current expectations of the profession. They confront their cognitions (thoughts), emotions (feelings), and physical behaviors (behaviors that they engage in) regarding differences and similarities between the multicultural and diverse communities studied and themselves. The timeframe for the RLC is one month or three 3-hour class periods. At the end of the RLC, students return to the university classroom. They process the RLC by sharing experiences, thoughts, feelings, and insights believed to impact their journey toward becoming a culturally intentional, competent, and ethical counselor with multicultural and diverse clients/students. *The RLC consists of three assignments: one mini-internship, three professional interviews, and RLC processing.* Students map out their three journeys as follows.

- **Mini-Internship.** This semester you will be responsible for identifying three school counselors to shadow at each school level: Elementary, Middle, and High School. Your total time shared will consist of 10 hours. My suggestion is that you shadow for 3 hours at two schools and 4 hours at your most desired level of employment. For example, if you desire to become a high school counselor, you may want to devote four hours shadowing the high school counselor. During this experience, I am most interested in you taking notes on the school counselor's day-to-day activities, the difference/similarities across school levels, students' response/attitudes toward the school counselor, and a general observation of the school counselor. How much of the ASCA national model did you observe being practiced and which parts if any? What striking scenarios were you able to witness? The feedback form should be used to account for your time and completion of assignment. An email, phone call, or typed letter will not suffice.
- **Professional Interviews.** During your real classroom experience, you are expected to conduct three interviews with three different members of a school facility. Your ideal interviewees should be a school counselor, principal, and teacher. The goal of the interview is to learn important stakeholders' views on school counselor's roles, their relationship with the school counselor and expectations of the school counselor. During class we will compose a list of questions together and identify topic areas to closely investigate or be alert of during your interview. Your interview should be brief in time and should not take place during constructive class time. How you prepare your final assignment for presentation and submission is up to you. Remember, this is an interview for information purposes.
- **RLC Process.** Students are expected to journal after each experience to capture your initial thoughts and feelings of experience and observations. Additional RLC processing will take place during class for discussion.

Chicago State University, Department of Psychology
Spring 2018 – COUN 5780 Advanced School Counseling
Instructor: LaShonda B. Fuller, PhD, LPC, SCL

MINI-INTERNSHIP
Student and Practitioner Feedback Form

You (student and counselor) are about to participate in a shadow experience that is in no way a part of any required internship hours for the completion of the School Counseling Master’s Program at Chicago State University. This mini-internship experience should provide you (the student) with an opportunity to gather practical research from the school counseling field on roles and expectations of a school counselor in the prospective school settings: Elementary, Middle, and High School. This mini-internship should be a shared experience between the student and the school counselor and should not exceed the total 10 hours of volunteerism or shadowing. Your (the school counselor) time is appreciated during this class assignment. As the practitioner, I (the instructor) welcome you (the counselor) to enlighten the student on practical and routine tasks you complete as well as the policies and procedures of your work environment to better prepare our future school counselors for our profession of service.

If by any chance this shadow experience raises issues that you (the student or counselor) may want to explore further, I can be contacted at (773) 995-2196 or email lfulle20@csu.edu; however, if you (the student or counselor) decide to discontinue your shadow experience, you (the counselor) may do so at any time without any prejudice or penalty to you but points may be deducted from your (the student) assignment’s total points, given the circumstances.

Please answer the questions below upon the student’s completion of hours, as I hope this will be a positive experience for both you and the student. Thank you for agreeing to participate in this student’s mini-internship class assignment for COUN 578 Advanced School Counseling in the Department of Psychology at Chicago State University.

I have read and understand this form and agree to participate in COUN 578 Advanced School Counseling

Mini-Internship class assignment. I consent that the student: _____

has completed _____ hours of his/her mini-internship at _____

School on _____. The student participated in the following: _____

School Counselor Name: _____

School Counselor Signature: _____ Date: _____

Phone: _____ Email: _____

Student Name: _____

Student Signature: _____ Date: _____

Style: The group presentation should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library.

Websites with information about APA style are:

<http://webster.comnet.edu/apa/index.htm>

<http://www.uwsp.edu/psych/apa4b.htm>

<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published: <http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Plagiarism and Academic Misconduct: ‘Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures” article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.’ Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things. For examples, all of the following are considered plagiarism.

Copying and pasting text from on-line media, such as encyclopedias.

Copying and pasting text from any web site.

Transcribing text from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.

Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.

Using another student’s work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.

Anytime you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you do not directly credit your sources through a citation you are plagiarizing.

Please refer to this website for more information on plagiarism.

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Academic Warnings: If students experience issues related but not limited to attendance, missing assignments and exams, and/or limited progress, which may hinder satisfactory progress for course, students should make contact with the instructor and his/her academic advisor as soon as possible.

CSU Credit Hour Definition: For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class assignments (homework, reports, essays, critical analysis of readings, etc.), which is in addition to studying.

Selected References:

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Tentative COURSE OUTLINE:***Readings/Assignments Due***

	<i>Tentative COURSE OUTLINE:</i>	<i>Readings/Assignments Due</i>
Week1	Overview of a School Counselor	Professional Identity Statement Educational Paradigm
Week2	MLK DAY – NO CLASS	
Week3	ACA Ethical Codes/ASCA Ethical Codes	Wright, Chp. 1 Ethics Position Statement
Week4	ASCA National Model Illinois Comprehensive Model	Comprehensive Program Position Statement ASCA Nat'l Model
Week5	Establishing Your Identity	Wright, Chp. 8 ASCA Nat'l Model
Week6	School Counseling Program	Wright, Chp. 9&13
Week7	PRESIDENT'S DAY – NO CLASS	
Week8	<i>Designing a School Counseling Program</i>	Wright, Chp. 6
Week9	<i>Connecting with Superiors/Community Orgs.</i> Develop Interview Questions	Wright, Chp. 2 Mini-Internship Sites Due
Week10	RLC (Class on Moodle)	<i>Nurture Shock Ch1-3/Wright Ch 3</i> Professional Interview
Week11	RLC (Class on Moodle)	<i>Nurture Shock Ch 4-6/Wright Ch 4</i> Professional Interview
Week12	RLC (Class on Moodle)	<i>Nurture Shock Ch 7-10/Wright Ch 5</i> Professional Interview
Week13	<i>Connecting with Teachers & Staff</i>	Wright, Chp. 11
Week14	Practitioner Interview Presentations	MI Completed Forms Due Professional Interviews Due Dyad Presentation 1
Week15	<i>Connecting with Students & Parents</i>	Wright, Chp. 7, 12 Dyad Presentation 2
Week16	<i>Evaluating your School Program</i>	Wright, Chp. 10, 14 School Counseling Comprehensive Program Group Presentations

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures", article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

C. *Policy on Unattended Children:* Unattended children are not allowed in Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

D. *Classroom Civility:* Each CSU student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, interrupt class by coming in late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others will be asked to leave the class and may be subjected to disciplinary action under the *Code of Student Rights, Responsibilities and Disciplinary Procedures*.

E. *Diversity Statement:* Multiculturalism is a prominent component of life; therefore, it is inevitable that cultural differences among the instructor and students are acknowledged and cultural sensitivity is embraced in order to support the learning process we will experience together while applying learned concepts to current and futuristic situations and circumstances.

Evidence of critical thinking is also a criterion, which must be demonstrated in each assignment. Critical thinking is a unique type of purpose thinking in which standards involve the careful examination and evaluation of beliefs and actions in order to arrive at well reasoned ones. This purposeful and responsive thinking is guided by intellectual standards of relevance, clarity, depth, and breadth. Critical thinkers routinely ask the following questions:

- ✓ What is the purpose of my thinking here (goal/objective)?
- ✓ What precise question (problem) am I trying to answer?
- ✓ What point of view (perspective) am I thinking?
- ✓ What concepts or ideas are central to my thinking?
- ✓ What am I taking for granted, what assumptions am I making?
- ✓ What information am I using (data, facts, observations)?
- ✓ What conclusions am I coming to?
- ✓ If I accept the conclusions, what are the implications?
- ✓ What would the consequences be if I put my thoughts into action?

For each element, the thinker considers the standards that shed light on the **effectiveness** of their thinking. It is self-assessing (self-critical), and self-improving (self-corrective). The thinker assesses his or her thinking, using appropriate standards. If you are not assessing your thinking, you are not thinking critically.

Many students find it difficult to prepare graduate level papers. Part of the problem is simply a paucity of practice. I strongly urge you to proofread your work and then have it reviewed by an objective individual that has a good command of writing mechanics. Below are a list of some of the most common errors related to grammar, punctuation, and other sentence-level matters. It may be wise to use the items below as a checklist during the preparation of your paper.

<ol style="list-style-type: none"> 1. Missing coma after an introductory element pronoun reference 2. Missing comma in a compound sentence 3. Wrong word 4. Missing comma(s) with a nonrestrictive element 5. Wrong or missing verb ending 6. Wrong or missing proposition 7. Comma Splice 8. Missing or misplaced possessive apostrophe 9. Unnecessary shift in tense 	<ol style="list-style-type: none"> 10. Unnecessary shift in pronoun 11. Sentence fragment 12. Wrong tense or verb form 13. Lack of subject-verb agreement 14. Missing comma in a series 15. Lack of agreement between pronoun and antecedent 16. Unnecessary comma(s) with a restrictive element 17. Fused sentence 18. Misplaced or dangling modifier 19. Its/It's confusion
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