



Teaching Circles Initiative

GROUP APPLICATION – 2014-15

Complete this page and send it as an attachment with supporting documents to ctle@uhd.edu.

Application Deadline: Monday, October 13, 2014, at 5:00 pm

Primary Contact:

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TC Member Information:

Name	Department	Phone	Email
Dr. Lisa Morano	NatSci	X8167	moranol@uhd.edu
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Dr. Eszter Trufan	NatSci	X	trufane@uhd.edu

Indicate the proposed TC topic group by putting an X in the appropriate box below.

X	Fostering Engagement in the Classroom
	Freshman and University Seminar Strategies
	Online Course Design and Content Delivery
	Active Learning Spaces and Technology

Proposal Narrative (please limit to 2-3 pages):

1. Provide a brief description of the proposed teaching circle, including a summary of teaching circle goals and activities.

The **Natural Science University Seminar Teaching Circle (NSUSTC)** began early in the Fall 2014 semester prior to all participant’s first class. Why did this group form? Drs. Morano, Sadana, and Trufan were first-time instructors of a course of this nature, while Dr. Parker brought College Success Program course teaching experiences, she too needed support in adapting the US course to meet the new core biological and physical science core learning objectives. Coming together as a unit of peers seemed natural, necessary, and supportive. The group began to ask questions of each other (as each professor brought years of experience within their own areas of expertise to bear upon the US course). All instructors began to share assignments as well as gauge the success of each. Each, even after the first class

meeting, had stories to share about how well students were engaging with the content. Likewise, accounts of how best to integrate the “scientific objectives” into the course remained a thread of discussion.

As the CTLE issued the call for proposals, our Natural Sciences University Seminar group immediately saw a “fit” for our group. Again, using one of our ongoing meetings, we discussed what “equipment” would best support our students and our course objectives. Thus, the budget was generated (see later in the proposal).

The NSUSTC group believes that through archival documentation of the challenges/celebrations and the assignments/activities our group compiles as evidence of student engagement, the “lessons learned” can serve to instruct new instructors as more US courses are offered across the university. Our planned documentation can be found below:

1) The Natural Sciences teaching circle will be composed of four professors currently teaching the initial offering of the **University Seminar** for transfer students. All of the four courses operate on a either once per week for 2.75 hours or twice a week for 1.25 hours. Our teaching circle began well before the CTLE offering. However, the CTLE offering enables our group to formalize those meetings which were already occurring.

1.1) Briefly, a summary of our goals includes A) Provide a support system for the instructors of the newly created university seminar courses; B) Share and compile activities fostering student engagement shared by all instructors for the university seminar; C) Create a matrix of shared engagement assignments/activities identified by “Learning Objective” is targeted and level of student engagement generated.

1.2) Activities for this Natural Science teaching circle (NSUSTC) will include: A) meeting twice a month for at least 30 minutes-day/time to be determined; B) Cataloging of challenges and celebrations associated with the university seminar course meetings held prior expressed by the NSUSTC; C) Compilation of sample engagement activities for sharing with other university seminar course instructors; and D) a reflective piece by each TC member related to how the teaching circle was assistive over the semester.

2. Define circle leadership and responsibilities of individual members. (i.e. Which individual(s) will facilitate meetings and goal completion and how will this be done? This may be one or two individuals or the entire group.)

2.1) Dr. Parker will lead the initial session, however all NSUSTC instructors will co-facilitate in a rotating leadership manner. Each meeting TC members will bring an updated matrix (see example) for the two weeks for review by all members. The matrix will be shared in a digital XLS format with Drs. Sadana and Trufan who will compile the engagement activities shared. Drs. Parker and Morano will catalog all challenges and celebrations shared at the meeting. This compilation will be shared with all members of the TC. All members will write a reflective piece by the end of the semester.

3. Create a timeline outlining the completion of proposed tasks or goals.

3.1) Timeline of NSUATC Goals/Tasks

Green = completed

Meetings	TC Activities	Responsible Party	Evidence of Completion
Sept. 1, 2014 f2f	Meeting together	Morano	All attended

Sept. 8, 2014 email	Email sent with sample assignments for LO target	Parker	All shared samples
Sept. 15, 2014 email	Email sent with different LO target	Trufan, Sadana	All shared samples
Oct. 3, 2014 meeting	NS TC met to review the CTLE grant proposal	All members present; meeting held in N813	Sharing continued; remarks were provided to include in the draft proposal
Oct. 20, 2014	Outline approved CTLEE grant; Discuss responsibilities and completion evidence	Parker; All	All attend Compilation begins Log begins
Oct. 27, 2014	TC meeting	All	1 st XLS shared; 1 st log shared
Nov. 10, 2014	CTLE KickOff-need slides or 1-pg handout TC meeting	All	2 nd XLS shared; 2 nd log shared
Nov. 24, 2014	TC meeting	All	3 rd XLS shared; 3 rd log shared
Dec. 8, 2014	TC meeting	All	All evidence compiled and completed
Dec. 15, 2014	TC meeting (final for semester)	All	TC reviews XLS shared engagement assignments and categorize log challenges and celebrations Brainstorming- How did this TC assist you in F14?

4. Describe artifacts or deliverables that will be completed as a result of circle activities.

4.1) NSUSTC will deliver **three types of artifacts** which support each of the goals outlined in this proposal including: A) an XLS spreadsheet compiling and connecting the shared engagement activities to the LOs for the NSUS courses; B) a log of challenges/celebrations verbalized throughout all meetings will be documents and shared as well as made available to other US course instructors; and C) a reflective piece by all TC members related to how the TC assisted members over the semester.

5. List and describe resources that may be necessary for task completion. Include request for funding (optional). A request for funds should include a simple budget and narrative justifying the expenses (not to exceed \$1,000 per year).

5.1. NSUSTC Proposed Budget

Budget NSUSTC			

Senior Personnel	Sem 1		Explanation
Parker	150		One joint conference by group for presentation of findings; Either local, regional, or state
Morano	150		
Sadana	150		
Trufan	150		
Engagement Support Materials			
Lg post-it tablet sheets	420		4 courses;4X # of instructors@\$105/4pk
Expo whiteboard markers	131.92		8x\$16.49; pack of 12
Index cards	31.84		100 pk@\$1.99 @ 4 instructors@ 4 each
Color index cards	47.92		pk/300@5.99@8 (2/course)
Sticky note pads-yellow	195.48		12 pads/1 pk of \$16.29@12
Analog timer	31.96		analog timer @7.99 ea@4
Set of chimes for classroom instructors not having a set already	150.00		CTLE will purchase
Total Amount	1000		

		Samples of Engagment Activities			
University Seminar Core Learning Objectives	Means of Demonstrating Learning Outcomes	Parker	Morano	Sadana	Trufan
Utilize scientific processes to identify questions pertaining to natural phenomena	In-class group activities, assignments, projects and exams will be evaluated to assess the ability of the student to understand, analyze and synthesize the scientific processes across chemistry, biology and physics relevant to knowledge-generating research and experimental forms of research.				
Utilize scientific processes to develop hypotheses, collect and analyze data using quantitative and qualitative measures	During in-class activities or through take-home individual and group assignments, students will have to accurately interpret scientific data (figures, graphs, tables, etc.) from scientific experiments relevant to biology, chemistry, and physics experimental research design.	Replicating scientific data in a spreadsheet assignment			
	Students will collect and analyze data from a multi-week group project which proposes the foundation for and investigates a scientific question important to an individually relevant topic of interest across biology, chemistry, physics arenas. A rubric will be used to evaluate students' ability to use the scientific process, analyze data, and develop a personal research proposal.				
Utilize scientific processes to effectively communicate the analysis and results of analysis using written, oral, and visual communication	Written assignments and exams will be evaluated to assess the ability of the student to understand, analyze and synthesize the scientific processes within biology, chemistry, and physics relevant to an individual research project generating new formational knowledge supportive of experimental research. Assignments and short-answer exams will be graded for scientific content and writing quality.	Great Discoveries- Research Methodologies assign	Analysis of Peer- reviewed research articles		

	<p>Students will present data and conclusions from a multi-week individual and group project which investigates a scientific question important an individually selected research topic of interest. A rubric will be used to evaluate their ability to communicate the information in oral and visual formats.</p>	<p>Translation of Scientific peer-reviewed article into a one-page laymen article re-write</p>	<p>Translating a peer-reviewed article into a one-page report of essential components of the article</p>	<p>Analyzing an historical/popular book into a group presentation</p>	<p>Translating a journal article into a laymen brochure</p>
<p>Collaborate in the evaluation of the quality of scientific evidence from multiple perspectives toward the goal of reaching a shared objective</p>	<p>Students will work collaboratively and cooperatively to develop a group consensus when assigned in-class activities, service learning project, and the group project. Students will be assigned participation points for how well they engaged in group activities using a group process rubric. An evaluation of group effectiveness in the development of a final group project will be assigned using a both a product and process assessment rubric and included as part of the student grade on the group project.</p>	<p>Ethics Discussion Threads on Professionalism assign Service Learning Supporting middle school-aged students and relevancy to community engagement as STEM Advocacy</p>			
	<p>Students will create an 8-slide powerpoint summarizing group dynamics and interactions, ethics of working within a group setting and an external community agency, then using the four corners technique a group-led discussion will be undertaken. The summary slideshow prompts the students to explain how they came to their position on an ethical issue relevant to the in-class, service learning, and group project course activities (e.g., science research and the urban community, outreach and the STEM pipeline for minorities, etc.). The powerpoint summaries will be graded for communication quality and the ability of the student to reflectively summarize multiple perspectives to come to their conclusions.</p>				

Research and define academic and career goals within the sciences and develop learning strategies to support academic success and attainment of academic and career goals	Build a personal career plan which will be evaluated by a rubric.	Email Etiquette; CV Development; Goal Setting-Action Planning; Biosketch/Research Sketch;			
	Students will create course notes using the Cornell system and other note-taking systems to summarize and organize lecture information which will be evaluated by a rubric for accuracy of strategic lecture components.		Notetaking and Referencing assignment	Notetaking exercise	
	Students will have an assignment where they will need to outline and develop a time-management individualized approach to personal preparation for the course's final exam and project; this assignment will be graded with a rubric.	Time Management assign; Managing Stress assign	Time management assignment	Time management assignment	Time management assignment
	Students will have an assignment or quiz where they must describe support resources within the college and the university and explain policies and processes in an assignment or quiz. The assignment or quiz will be graded for accuracy.	Transfer Video: What you need to know via UHD Website assignment			
	Students will complete a career case study assignment in which their group will investigate several PhD professors' careers within the biology, chemistry, and/or physics disciplines followed by an interview of one of the professors as a career investigation. This assignment will be evaluated using a rubric and a reflective piece examining how career investigation assists and supports personal motivation to complete their own personal course of study.	Interview a Scientist Group assign	Interview a Scientist Group assign		Career Brochures Group Assignment

Meetings	TC Activities
7-Aug-14	Unofficial email
Sept. 1, 2014 f2f	Meeting together
Sept. 8, 2014 email	Email sent with sample assignments for LO target
Sept. 15, 2014 email	Email sent with different LO target
Oct. 3, 2014 meeting	NS TC met to review the CTLE grant proposal
Oct. 20, 2014	Outline approved CTLEE grant; Discuss responsibilities and completion evidence

Oct. 27, 2014	TC meeting
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Reflections Log

a colleague who would be teaching the US for the first time asked for my syllabus; I shared what I had at the time even while I was making modifications to meet the new core learning outcomes

enjoyed the quickly called meeting; we exchanged ideas and actual assignments which we intended to use to start the course ; in particular I was struck at the openness everyone showed as each shared with the others; I felt a true camaradrie of spirit

I shared some of my initial assignments by email with everyone; others shared some of their initial assignments; we were all slightly stressed because of the newness of the course for the new instructors and because of the changes in the core learning obj for myself...I wanted to ensure I provided high engagement activities while still meeting the core LOs- so my stress arose from having taught the course for 8 semesters one way and having to modify as needed to ensure complicity with the new core LOs; prior to this meeting, I shared some grading rubrics which I used with the TC group; I also shared a time management assignment with everyone; following this seond meeting, our TC members began to share assignments they had used or intended to use in their course and we began to generally connect these to the LOs

The amount of sharing of not only assignments (pedagogy) but the teaching modalities was very exciting! We were all benefitting from some terrific instructors' ideas and strategies.

We decided up front to define the metrics of success our group would use to measure the effectiveness of the teaching circle we had formed. Given we had formed the group prior to the announcement of the grant opportunity, we were way ahead of the timeline setup by the CTLE Director. We proceeded with our plan.

Evidence collection continued throughout the semester.

By this meeting, each individual in the group was sharing activities they had used in the course. We made it a point to put the emphasis on student-centeredness to encourage active learning in the university seminar course.

All members attended and presented

We discussed areas pertaining to non attendance of students at this juncture of the semester.

This meeting did not take place

We closed out our TC by celebrating a successful "first time" flipping of our "first time" university seminar course. The experience of having others to lean on in approaching the first time course was extremely beneficial and mutually productive. We found ourselves emailing the TC group members even when we did not meet. What was most wonderful was the fact that we let go of intellectual property issues and shared freely among each other (even while attributing the original author of the assignment). We did make the shared assignment our own based on what the goal/purpose was within the context of our own classes.

Challenges	Celebrations
1) What to expect from the students in this course?	1) engagement activities truly get students involved, connected to the course, and used to working in groups!
2) Students in so many different majors not necessarily STEM and still "looking around"	
3) First time to teach a course is very stressful if the content is not immediately seen as in your wheelhouse	

University Seminar: Email Etiquette- Analyzing Email

Type 3- You want to keep in contact with me long after the course ends and perhaps you have graduated.

Hello Dr. ,

How are you? Has anything changed since I graduated? I still can't believe that four years passed and I graduated. It feels like it was just yesterday that I had enrolled at UHD and now I am applying to dental schools. Are there any advice that you can give for preparation for dental school? Is there any days that I can come by your office and talk to you?

I hope to see you soon,

Type 2- You need to share a question about a poor grade you obtained on a major assignment in my class.

Hello Dr. ,

I have noticed on blackboard that I received a failing grade on one of the assignments. I was wondering if I could setup an appointment so I know what I had done wrong. I really thought that I had done really well on the assignment. Also, is there any possible extra credit assignment that I can do to help my grade up? Thank you.

Sincerely,

Type 1- You want to make an appointment with me to discuss obtaining a letter of recommendation for professional/graduate school/employment.

Hello Dr. ,

I was a student in your Scholars Academy class in the fall semester of 2014. I am writing to you because I was wondering to if you can write me recommendation letter to University of Houston for the pharmacy program. I have enclosed my unofficial transcripts. Also, can I set up an appointment to meet with you? If so, I am available on Mondays 12 pm-2 pm and Thursdays 10 am- 12 pm. Thank you.

Sincerely,

Interview a Scientist Project

<p>What is Experimental Research/What are Differences/Similarities Across Research Sept. 25-Oct.2</p>	<p>Module 3 focuses on the preparations necessary and practical execution of those materials necessary for garnering a successful summer or academic year research experience now or in the future.</p>	<p>Deliverables:</p> <ol style="list-style-type: none"> 1) Contact List (see form) 2) Scientist Interview Project (see Interview WriteUp form) 3) Internship Application Project (requirement for SA)
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Must Dos During UA Course Time-Thursday, Sept. 25, 2014:

Groups are to be formed on Thursday, Sept. 25, 2014 during CSP course time

Form groups of 4-5 (no more and no less without special approve from Dr. Parker) based on majors.

- Groups must send membership notification with major designated to Dr. Parker
- This information is documented also in the Interview Write Up form
- Group members should individually review the **“how to conduct an interview”** Powerpoint within the Resource folder for Module 3 at CSP BBL
- Group members should review the posted CVs for each of the possible interviewees, making note of the information that influenced them to select this PhD as their interviewee (documented in the Interview Write Up)

Group develops 5-7 questions to be used in the interview that all group members agree upon using.

- Groups must send 5-7 questions to Dr. Parker for approval
- Groups must arrange for each person to ask to the PhD being interviewed at least one question (documented in the Interview Write Up as to which question was asked by which group member)

Groups develop a short list of UHD PhDs from which they will request one interview

- Be sure not to ask all at the same time; prioritize and wait on a response before moving to next choice
- Be sure to construct a plan for who will scribe or take notes while the interviewer is asking the questions of the interviewee
- Be sure to fully explain why the interviewee (PhD) was selected (in the Interview Write Up)
- All must be present at the arranged interview; determine several possible times to offer the interviewee PhD prior to making the request (document this in the Interview Write Up)
- Select who from the group will make the request; how the request will be made (f2f, verbal, written-email, other); who will be responsible for the written “Thank You” follow up note (text of note should be documented in the Interview Write Up) (all decisions made to these items should be documented in the Interview Write Up)

Groups must complete by Oct. 2nd deadline – Oct. 3rd course time (1:00-3:00pm) will be provided all groups to complete the face-to-face interview. Students return to class at 3:10 for remainder of class on that day.

Interview WriteUp

(must be submitted in word format; Due date: Oct. 3 2014)

Your Name:

Group Members: (all group member's names should be listed here; first/last)

Selection of Interviewee PhD Rationale and Process Explained:

Time/Date/Place of the Interview:

Length of the Interview:

Group/Individual Actions Taken in Setting up the Interview: (include how contact was made, e.g., by phone, email, f2f; lead/s in making the contact; any rescheduling)

Questions Used in the Interview: (indicate how many questions used were developed by member of the group or by members of other groups; how many questions were used; what were the questions)

Group Members Present at the Interview & Process of Questioning Explained:

-The sections above may share information from the group interview-

-The sections below may NOT share information from the group interview-

Summary of Interviewee's Responses (minimum 300 words):

(Individual submitting) What I Learned from the Interview (minimum 350 words):

(Individual submitting) Personal Insights Gained from Interviewee (minimum 300 words):

Questions You Would Ask Now Given Another Opportunity (minimum 3 questions):

Describe the type of research your interviewee used early in their career and later in their career; Has the type of research changed? Why or Why not? (minimum 200 words):

In what manner and to what extent has your interviewee's research advanced learning across the STEM discipline in which they work? (minimum 200 words):

How is Research Traditionally Disseminated Orally and In Writing? Ethical Issues Related and Impacting Valid Research and New Knowledge Generation?

Part I

Using one of two original research articles, read and outline the article for the following areas:

- Societal importance
- Importance to individuals and/or specific groups
- Generalizability of the article to the general public

Part II

Develop a “lay person” summary article from the single article selected for Part I. Select two from the following audience groups as the receiving audience for your article:

- 65-90+ year olds
- 13-19 year olds
- 28-38 year olds

Part III

After developing the lay person rewrite, share your rewrite with another in your group of 3. Everyone in the group of 3 must be a “reviewer” to another group member. The “reviewer” must identify any of the following items which will make the transitional lay person article:

- Ease of reading
- Sufficiently addresses major findings in the original research
- Too much left out
- Summary suggestive of misinformation
- Still too technical

Part IV

Using the reviewer comments, complete a second rewrite (all reviews and rewrites will be submitted as part of the assignment). This will be your final rewrite, however, you must now address the following questions:

- In developing the lay person article is there plagiarism? At what level is quoting acceptable?
- Address the ethical issues which arise in taking original research to a level which the lay audience can understand (three issues at least).
- Address the value and importance to this process of disseminating scholarly research to the general public.

Core Curriculum - Signature Assignment

Core Objective #2: Teamwork

Teamwork Learning Outcomes:

- Consider different points of view
- Work effectively with others to support a shared purpose or goal

Students who complete the service learning group activities identify personal and group levels of self-development in the teamwork dimension of 1) considering multiple viewpoints and 2) facilitates the contributions of team members by completing a self-rating and group-rating scale rubric and through developing written reflection essay with supportive evidence for the self-rating and the group-rating.

Assignment:

Students form a group of four to six members. The group undertakes the planning, implementation, securing the partnership, and conducting off-site middle school-age appropriate science activities approved by the instructor and the community partner. Service learning groups distribute group tasks equitably, construct needed timelines for meetings, secure the community partner, construct a matrix of science activities (including supplies, state mandated curricular content, and quantities needed). Groups meet weekly over a ten week period minimally for at least 30 minutes during each three-hour seminar class discussing, arranging, organizing elements creating the implementation of the science activities. Individual students and group members identify personal and group levels of self-development across the teamwork dimensions of (a) considering multiple viewpoints and (b) facilitates the contributions of team members.

Readings:

- Cress, M., Collier, P., Reitnauer, V. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Sterling, Va.: Stylus.
- Salas, E., Rozell, D., Mullen, B. and Driskell, J. (June 1999). The Effect of Team Building on Performance. *Small Group Research*, SAGE, 30, 3.
- Klein, C., DiazGranados, D., Salas, E., Le, H., and Lyons, R. (April 2009). Does Team Building Work? *Small Group Research*, SAGE, 40, 2.

Assignment Assessment:

Students compose responses as they individually complete a self-rating and group-rating scale rubric (see the actual rating scales below) and write a reflective essay including actual occurrences or statements as supportive evidence for the self-rating and the group-rating given.

Scale for Self-Rating:

TeamWork Rubric
(Assessment of Self-Development in Dimensions of Teamwork)

	Mastery Pt Value=4	Proficient Pt Value=3	Developing Pt Value=2	Basic Pt Value=1	Skill is evident but performance falls below Pt Value=0	No Evidence: Skill is not evident because the assignment did not elicit the skill	No Evidence: Skill is not evident because the student failed to articulate the skill
Facilitates the Contributions of Team Members	Constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage	Constructively builds upon or synthesizing the contributions of others	Restating the views of other team members and/or asking questions for clarification	Taking turns and listening to others without interrupting	Interrupts; cuts off other team members		
Considers Multiple Viewpoints	Advocates for or attempts to draw out multiple viewpoints within group decision making processes; considers viewpoints of individuals and external viewpoints	Attempts to draw out multiple viewpoints in the decision making process. Consideration is limited to those viewpoints within the group. Does not consider or advocate for external viewpoints from the	Acknowledges existence of other viewpoints but does not draw out the nuances of those viewpoints; Does not consider viewpoints external to the group	Considers viewpoints other than own to be marginal; little consideration given to viewpoints of others in the group and does not consider external to the group viewpoints	Does not acknowledge the existence of viewpoints other than own		

	of audience or readings when responding to team's work	group					
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Reflective Piece to Personal Rating Scale:

	Reflections Evidencing Scores Assigned (Assessment of Evidence of Self-Development in Dimensions of Teamwork)
Facilitates the Contributions of Team Members	Looking for essay with elements: Constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage
Considers Multiple Viewpoints	Looking for essay with elements: Advocates for or attempts to draw out multiple viewpoints within group decision making processes; considers viewpoints of individuals and external viewpoints of audience or readings when responding to team's work

Scale for Group-Rating:

Rating Scale:

Category	4 Point	3 Points	2 Points	1 Point
Group member participation	Group member participated actively all of the time	Group member participated actively most of the time	Group member participated actively some of the time	Group member did not actively participate
Group member communication	Group member communicated effectively and on time	Group member communicated adequately and on time	Group member communicated inadequately or not on time	Group member did rarely communicate or did not communicate
Group member preparation for group work	Group member was fully prepared for group work all of the time	Group member was fully prepared for group work most of the time	Group member was fully prepared for group work some of the time	Group member was not prepared for group work most of the time
How effectively your group worked together on this assignment	Well	Adequately	Inadequately	Not at all
Overall Performance	Good, you would like to team up again	Fair, you may want to work with the person again	Average, you are not sure if you want to work with this team member again	Poor, you would choose another team member

- Fill out the evaluation form listed below for all of your group members. Make sure to include yourself.
- For each of the categories listed on the first page of this document, enter the appropriate score (1 to 4 or NA for each group member).

Group Members	Participation	Communication	Preparedness	Group Dynamic	Overall Performance	Facilitates the Contributions of	Considers Multiple
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Names						Team Members	Viewpoints

	Reflections Evidencing Scores Assigned (Assessment of Evidence of Self-Development in Dimensions of Teamwork)
Facilitates the Contributions of Team Members	Looking for essay with elements: Constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage
Considers Multiple Viewpoints	Looking for essay with elements: Advocates for or attempts to draw out multiple viewpoints within group decision making processes; considers viewpoints of individuals and external viewpoints of audience or readings when responding to team's work