

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	JUSTICE	College/School	CLA
Prepared by	J. Robert Duke	Phone	907 474 6501
Email Contact	JRDUKE@ALASKA.EDU	Faculty Contact	Rob Duke

1. ACTION DESIRED (CHECK ONE):  
 Trial Course  New Course

2. COURSE IDENTIFICATION:  
 Dept  Course #  No. of Credits

Justify upper/lower division status & number of credits:

Senior class standing, this course incorporates previous study/research in a practical application of the skills needed to carry out field work in dispute resolution. Course requires a high level of interaction and learning

3. PROPOSED COURSE TITLE:

**CLINIC IN MEDIATION, CONFERENCING, AND CIRCLE PRACTICES**

4. To be CROSS LISTED? YES/NO  
 If yes, Dept:  Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO  
 If yes, Dept.  Course #

6. FREQUENCY OF OFFERING:  
  
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)  
 1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify) **HYBRID DELIVERY – 9 DAYS INTENSIVE ON CAMPUS WITH ONLINE MEETINGS IN BLACKBOARD PRIOR TO AND FOLLOWING THE ON-CAMPUS MEETINGS**

Mode of delivery (specify lecture, field trips, labs, etc.)

9. CONTACT HOURS PER WEEK:  
 LECTURE hours/weeks  LAB hours/week  PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type) **Students are required to attend the first meeting of class with the first unit's reading, journal, and discussion assignments completed.**

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

JUST F404 Clinic in Mediation, Conferencing, and Circle Practices  
3 Credits Offered MayMester

This course engages students in both theory and practice in mediation, conferencing, and circle practices. The course emphasizes training and professional practice in a series of theory-to-practice applications. Students work through a series of cases in which they are encouraged to solve ethical dilemmas and conduct issues. In this course, students gain mediation practice skills and integral approaches to mediation. (Prerequisite JUST F302, and ENGL 211/213, or permission of instructor) (3 + 0).

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:  NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6  W = Writing Intensive, Format 7  Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES  
 CREDITS  
 CREDITS

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

13. GRADING SYSTEM: Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:  PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES JUST F302, and ENGL 211/213, or permission of instructor.

These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS None

16. PROPOSED COURSE FEES \$ N/A

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No

If yes, give semester, year, course #, etc.: Maymester 2012

**18. ESTIMATED IMPACT**

*WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.*

The course will be instructed as part of Dr. Jarrett's normal workload and will not have any budget ramifications. Because the course will be offered as part of the Justice Department's normal instructional load it will not require more facilities/space than ordinarily required for the delivery of the Justice curriculum.

**19. LIBRARY COLLECTIONS**

*Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.*

No

Yes

Both relevant paper and electronic journals are available.

**20. IMPACTS ON PROGRAMS/DEPTS**

*What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)*

The course will be part of the suite of courses created for the new Justice minor in Dispute Resolution. This course is one of several that expands choices for Justice majors and other students interested in Alternative Dispute Resolution practices. The impact on the Justice Department itself will be positive in that more students will be attracted to the Justice Major because of the availability of ADR coursework which is in increasing use in a variety of criminal and civil contexts. We foresee no negative impacts on other courses, programs or departments.

**21. POSITIVE AND NEGATIVE IMPACTS**

*Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.*

The Justice Department does not perceive this course as negatively impacting any departments or programs. The course is part of curriculum changes being proposed for the Bachelor of Arts in Justice, and a proposed minor in Dispute Resolution Systems. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.


The course, proposed minor and curriculum changes to the Justice major reflect the Department's effort to create a dispute resolution emphasis in its undergraduate program. Dispute Resolution and Restorative justice has been adopted as the operational paradigm for Alaska's Division of Juvenile Justice, and consequently, the Department believes it is important to adopt a restorative justice emphasis in its undergraduate program.

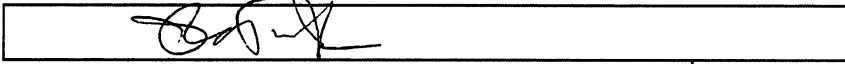
**JUSTIFICATION FOR ACTION REQUESTED**

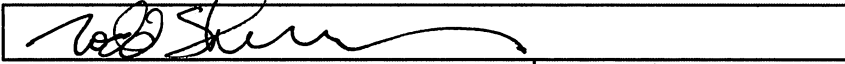
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The course represents one of the elective choices in the proposed new Minor in Dispute Resolution. The course will focus on the theory and practice of mediation. The Justice Department is evolving to develop curriculum in Dispute Resolution in order to better prepare future Justice students for the workplace.

**APPROVALS: Add additional signature lines as needed.**

	Date	4/11/13
Signature, Chair, Program/Department of: JUSTICE		

	Date	4-11-13
Signature, Chair, College/School Curriculum Council for: CLA		

	Date	4/11/13
Signature, Dean, College/School of: CLA		

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
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Signature, Chair

Faculty Senate Review Committee:  Curriculum Review  GAAC

Core Review  SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	
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Signature, Chair, Program/Department of:

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:

	Date	
--	------	--

Signature, Dean, College/School of:

**ATTACH COMPLETE SYLLABUS (as part of this application).** Note: The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

#### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

#### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

#### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.  
 Supplementary readings (indicate whether  required or  recommended) and  
 any supplies required.

#### **4. Course description:**

Content of the course and how it fits into the broader curriculum;  
 Expected proficiencies required to undertake the course, if applicable.  
 Inclusion of catalog description is *strongly* recommended, and  
 Description in syllabus must be consistent with catalog course description.

#### **5. Course Goals (general), and (see #6)**

#### **6. Student Learning Outcomes (more specific)**

#### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

#### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

#### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

#### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

#### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

#### **12. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

6/30/2011

University of Alaska

JUST 404 - Justice Department

**CLINIC IN MEDIATION, CONFERENCING, AND CIRCLE PRACTICES**

Professor: Dr. Brian Jarrett

Title: CLINIC IN MEDIATION, CONFERENCING, AND CIRCLE PRACTICES

Day/Time: Each day, May 13-17 & May 20-23 – 12:30 to 5 pm

Place: UAF

Office: 501 Gruening Building – UAF

Office Hours 5 to 6 pm each day of class

Phone: 907 474 6790

E-mail: [bnjarrett@alaska.edu](mailto:bnjarrett@alaska.edu)

**REQUIRED BOOKS:**

Jennifer E. Beer with Eileen Stief. (2011). *The Mediator's Handbook*. New Society Publishers.

Reading Supplement, as assigned.

**Course Description**

**JUST F404 Clinic in Mediation, Conferencing, and Circle Practices**  
**3 Credits Offered MayMester**

This course engages students in both theory and practice in mediation, conferencing, and circle practices. The course emphasizes training and professional practice in a series of theory-to-practice applications. Students work through a series of cases in which they are encouraged to solve ethical dilemmas and conduct issues. In this course, students gain mediation practice skills and integral approaches to mediation. (Prerequisite JUST F302, and ENGL 211/213, or permission of instructor) (3 + 0).

**Course Goals**

This course explores the process of mediation in-depth, its history, and development. Students also build skills to help others resolve conflicts through the mediation process. Students will also learn associated skills useful in Conferencing and Circle Practices.

**Student Learning Outcomes**

1. The course will introduce students to the practice of mediation.
2. Students will gain practice experience in mediation, circle processes, and group-facilitation.
3. Students will also learn to connect mediation techniques to various social conflict scenarios.
4. Students will leave the class with knowledge and skills in mediation.

5. Students will become familiar with the Uniform Mediation Act and other relevant legislation and rules regarding mediation.

6. Students will learn mediation as a process and as a profession and to develop the student's abilities as a mediator.

7. Students will identify standards of practice (professional ethics) of mediation including impartiality, confidentiality, and self-determination.

8. Students will recognize the stages and goals of the mediation process.

9. Students will demonstrate an understanding of and an ability to assist disputants to identify issues, interests, and needs, and to create options by applying accepted mediation techniques.

10. Students will identify the types of negotiation including distributive and cooperative negotiation.

11. Students will explore the dynamics of conflict.

12. Students will explore Group-conferencing and Circle Processes.

13. Students will demonstrate an awareness of the student's own personality including emotions, biases, limitations, and strengths.

### **Instructional Methods:**

This course is taught through a combination of lecture, discussion boards, Blogs/journals, group activities, reading assignments, and in-class (or electronic) presentations.

Class discussions, role-plays, lecture, multimedia presentations, and other experiential exercises will be used to reach course goal and objectives.

### **Required Blackboard Applications**

This course will be supplemented by the Blackboard online learning platform. You will be asked to take quizzes, post journals and other work and receive announcements on the Blackboard course website. You will also be able to Blackboard mail the instructor and each other and check your scores on the site, as soon as they are posted. You can gain access to Blackboard through any one of the computer labs on campus or on your home computer.

### **Course Calendar:**

Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES

All weekly assignments due on the Sunday Evening ending the unit at 11:59 p.m.—Dates will be added to syllabus given to students

**Unit 1 Pre-On-site Online Work on Blackboard (May 10 – 13 – Students who miss any online work must see instructor by May 13)**

Review Syllabus & Class Expectations

Black Board Pre-Work:

Discussion Board: Introductions

Review Intro Lecture: Video on Black Board: Introduction to Mediation

- Read articles posted in Blackboard
- Post Discussion responses in Discussion Forum for each question
- Read all postings in Blackboard

- Take Exam 1

**(All the above must be submitted in Blackboard by May 14)**

**Unit 2 On-site Meeting - Day One (May 13)**



- I. History of mediation, Group-Conferencing, and Circle Practices.
- II. Overview of ADR legislation in the United States and Canada
- III. Conflict resolution theory
  - A. The conflict spiral, types of conflict
  - B. Responses to conflict
  - C. Win/win – collaborative negotiation and problem solving
  - D. Competitive / distributive negotiation
- IV. Mediation theory and practice
  - A. Definition of mediation
  - B. Characteristics and role of mediators
  - C. Benefits of mediation process
  - D. Differences in the roles: judges, mediators, and arbitrators and Mediation Advocacy
- V. Mediation process and techniques
  - A. Goals of the mediation process
    - 1. Structure
    - 2. Issue identification and fact-finding (Continued)
    - 3. Creating options
    - 4. Negotiation
    - 5. Clarification and writing plan
    - 6. Legal review and implementation

### **Unit 3 On-site Meeting - Day Two (May 14)**

- B. Stages of mediation
  - 1. Preparation, opening statement, uninterrupted time, exchange, setting the agenda, building the agreement, writing the agreement, closing
    - . Caucusing (separate meetings)
- C. Techniques
  - 1. Venting emotions, directing, interruption, clarification, reflection, acknowledging, encouraging, confronting, reframing,
  - 2. Communication: Active listening, barriers to listening, etc.
  - 3. Communication: Asking questions, mediator language and phrases
  - 4. Dealing with strong emotions
  - 5. Working with third parties

### **Unit 4 On-site Meeting - Day Three (May 15) Practice Mediation Scenarios.**

### **Unit 5 On-site Meeting - Day Four (May 16)**

D. What mediation is not

E. Other communication variables

1. Nonverbal: eye contact, body language, etc.

2. Use of neutral language

F. Note taking

G. Full disclosure

VI. Mediation as a profession

VII. Self-Awareness

A. Diversity / cultural awareness (biases)

B. Language differences

C. Responding to conflict

D. Conflict style

VIII Values and of mediation/mediator

A. Balance

B. Self determination

C. Flexibility

D. Awareness

E. Human dignity and respect

IX. Ethics

A. Conflict of interest / appearance of impropriety

B. Neutrality / impartiality

C. Dual roles

D. Domestic violence, substance abuse, child and elder abuse, reporting and legal issues

E. Power imbalances

F. Liability

G. Misuse of process

I. Protecting the process

I. Samples of Standards of Practice (Ethics Statements)

Applications

Role Plays and Oral Presentation # 1

Question and Answer Period for Presentations

**Unit 6 On-site Meeting - Day Five (May 17)**

**Presentations**

Instructor Evaluation and Feedback  
Debriefing and Feedback on Role Plays and Oral Presentations  
Complete Journal 1  
Respond to Discussion in Blackboard

### **Unit 7 – On-site Meeting - Day Six (May 20)**

1. Read the following chapters listed by topic from *The Mediator's Handbook*:

Overview, The Mediation Session, Supporting the People, Controlling the Process  
2. Opening statement and Ground-rules

Prepare your Opening Statement by writing it out in a manner that will be most useful to you (on index cards, outline form, etc.)

Practice your Opening Statement several times until you are very comfortable with it prior to the second day of class. The written form of the statement is for your own use and not to be handed in, HOWEVER, it is vital to the experiential exercise in which you will practice your Opening Statement

If you need help preparing your statement, you may read Beer (*The Mediator's Handbook*) pp. 31-33.

3. Read and be prepared to discuss the ADR Statute – Handed out in class.

4. Overview of the Mediation Process

5. Overview of Circle Practices and Group-Conferencing

#### **Applications**

Role Plays and Oral Presentation # 2

Question and Answer Period for Presentation

Instructor Evaluation and Feedback

Debriefing and Feedback on Role Plays and Oral Presentations

Complete Journal 2

Respond to Discussion in Blackboard

**Unit 8 – On-site Meeting - Day Seven (May 21)**

1. Read the following chapters listed by topic from *The Mediator's Handbook*:  
Solving the Problem, Informal Mediation, Appendix
2. Research techniques for Brainstorming and negotiation.
3. Read an accepted statement of ethics or Standards of Practice.
4. Creative Use of Caucus
6. Ethical Issues in Mediation

Applications

Role Plays and Oral Presentations

Question and Answer Period for Presentation # 3

Instructor Evaluation and Feedback

Debriefing and Feedback on Role Plays and Oral Presentations

Complete Journal 3

Respond to Discussion in Blackboard

**Unit 9 – On-site Meeting – Day Eight (May 22)**

1. Read the Uniform Mediation Act in Blackboard
2. Working through the Stages of Mediation
3. Issue Framing
4. Interest Exploration

5. Effective Brainstorming

6. Overcoming Impasse

Applications

Role Plays and Additional Oral Presentations

Question and Answer Period for Presentations

Debriefing and Instructor Evaluation and Feedback on Oral Presentations and Role Plays

Complete Journal 4

Respond to Discussion in Blackboard

### **Unit 10 – On-site Meeting – Day Nine (May 23)**

1. Closing Statements in Mediation

2. Developing Agreements in mediation

3. Drafting Memoranda MOA/MOU

4. Uniform Mediation Act

5. Practice in Group-Conferencing and Circle Practices

6. Med-Arb & Arb-Med

7. Mediation and fact-finding, early neutral evaluation, facilitation

8. Mediation and Dispute Systems Design

9. Review of Mediation, Group-conferencing, and Circle Programs

10. Marketing in the Profession

Applications

Role Plays and Additional Oral Presentations

Question and Answer Period for Presentations

Debriefing and Instructor Evaluation and Feedback on Role Plays and Oral Presentations

Complete Journal 5

Respond to Discussion in Blackboard

### **Unit 11 – Post On-site Online Work (May 23-26)**

- Read articles posted in Blackboard
- Read all postings in Blackboard
- Post Discussion responses in Discussion Forum for each question
- Work on Final Paper
- Take Exam 2 in Blackboard by May 21
- Post Final Paper on Mediation in Blackboard by May 21.

### **Course Policies:**

#### **Class Attendance and Participation**

This class brings theory to practice. Participation is absolutely necessary and a major requirement of the course. There are, of course, legitimate reasons for excused absences, in which case a formal note or documentation will be necessary. More than three unexcused absences will result in loss of entire participation grade. More than six unexcused absences will result in failure of the course. BE SURE TO BRING A NOTE FROM YOUR DOCTOR IF YOU NEED TO TAKE TIME OFF DUE TO THE FLU OR OTHER MEDICAL CONDITION.

You can gain participation points in the class through active participation and genuine interest. BE ADVISED THAT THIS IS A DEMANDING CLASS, IN TERMS OF PARTICIPATION REQUIREMENTS.

STUDENTS MUST GIVE PRESENTATIONS DURING CLASS TO GAIN PARTICIPATION POINTS.  
STUDENTS MUST ALSO RESPOND TO QUESTIONS POSED BY THE INSTRUCTOR DURING CLASS.

You will automatically lose participation points if you engage in any of the following prohibited behaviors:

- Being late for Classes;
- Talking or texting on your cell phone in class;
- Leaving class early. In order to be marked present, you must be in the lecture room for the entire class period.
- Talking while the instructor is lecturing or another student is presenting.

The professor will ask you to leave the class and/or drop the course if you disrupt the class or engage in any of the above behaviors.

Late work will not be accepted. Special permission must be given prior and must be based upon a dire emergency and will not be given for procrastination.

Plagiarism and academic dishonesty will not be tolerated, and is subject to disciplinary action per the Student Code of Conduct, Board of Regents policy 09.02.01 (noted on p. 51 2011-12 UAF Catalog).

### **Grading Criteria**

Grades will be assessed based on the following criteria:

#### **Grading Requirements**

Three Graded Oral Presentations (3 x 10 %)	30%
Journals	10%
Exam # 1	10%
Exam # 2	20%
Participation	10%
Final Paper	20%

### **Grading Scale:**

The instructor will use the +/- grading system. Note the following.

97-100 = A+
93-96 = A
90-92 = A-
87-90 = B+
83-86 = B
80-82 = B-
77-80 = C+
73-76 = C
70-72 = C-
67-70 = D+
63-66 = D
60-62 = D-
59 or below = F

A C- grade is the minimum grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

## **Informed, Meaningful, and Active Participation**

Each unit you will be asked to participate in discussion exercises, discussions, and to give presentations to the class. You will be asked to give both group/team presentations and individual presentations during class. In particular students are expected to do the following.

1. Speak, ask questions, listen, and respond to others during class sessions.
2. Participate in role-plays and other experiential exercises.
3. Each student must play the mediator in several role plays.
4. Each student must play the disputant in several role plays.
5. Students observing role plays will take notes on what worked and what did not work.
6. Students will also perform self-evaluations and complete mediator evaluations  
Throughout the class.
7. Students must respond to email messages, blackboard postings; read announcements, assignments; and post on Discussion Boards in Blackboard.

## **Journals**

Each day, you will be asked to write a paragraph or two about how you are doing in the course and where you are building strengths. You will also be asked to assess where you need to build skills.

You are required to keep a professional journal throughout this class. At the end of each role play and exercise you are expected to document:

- 1) Brief summary of process
- 2) What mistakes were made by the mediator
- 3) What were the best moves the mediator made.
- 4) Describe any reactions you had to the experience focusing on emotions.
- 5) What are you taking from this exercise.



33.33% each	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unacceptable</b>
<b>Organization</b>	90-100%	80-89%	60-79%	Less than 59%
<input checked="" type="checkbox"/> Introduction and closing	<input type="checkbox"/> Clear thesis and argument support in intro/closing	<input type="checkbox"/> Clear topic conveyed in intro/closing	<input type="checkbox"/> Intro and closing present	<input type="checkbox"/> Disorganized intro/closing
<b>Communication</b>				
<input type="checkbox"/> Grammar/Word Choices	<input type="checkbox"/> Uses excellent grammar and appropriate word choices.	<input type="checkbox"/> Mostly uses correct Grammar/Word Choices	<input type="checkbox"/> Needs improvement	<input type="checkbox"/> Needs major improvements. <input type="checkbox"/> Errors distract from journal.
<b>Content</b>				
<input type="checkbox"/> Evidence of contemplation. <input type="checkbox"/> Length	<input type="checkbox"/> Clear objective analysis of progress <input type="checkbox"/> At least 3 full paragraphs	<input type="checkbox"/> Good analysis of progress <input type="checkbox"/> 1-2 full paragraphs	<input type="checkbox"/> Less than objective analysis of progress <input type="checkbox"/> 1 paragraph	<input type="checkbox"/> No analysis of progress. <input type="checkbox"/> 1 short paragraph

### **Oral Presentations**

You will have to make at least three presentations on mediation. You will have question and answer sessions before and after each presentation and receive feedback and evaluation following each by the instructor each class. The oral presentations and roles plays form a significant part of the course grade.

### **Quizzes**

You will be asked to take two quizzes online in Blackboard.

## **Final Examination**

You will be asked to take a final multiple choice/true-false exam.

## **Final Paper**

After the initial intensive week in the classroom, you will be asked to work online to complete a 10 page paper that will focus on a particular application of mediation, circle practices, or group conferencing. The paper project is your opportunity to explore mediation in an in-depth way, taking one aspect of practice discussed during the prior intensive week's activities. I want to encourage you to be creative and will give you a good deal of latitude to explore the application that most interests you. Feel free to approach me with your ideas about a topic. We will discuss the requirements for the final paper in class.

## **Writing Criteria**

Correct grammar

Concise and logical writing style

Intro – body – conclusion format

At least three credible references

Use any citation style eg. MLA, APA, ASA etc, but be sure to be consistent.

## **Developing Writing Skills**

I encourage you to visit the University Writing Center to gain help with the writing of your final paper. Also, the Writing Center is also there to help you prepare proper APA references. Take full advantage of the Writing Center.

**Writing Center Location and Hours:**  
801 Gruening, 474-5314

### **Summer Hours:**

10:00 a.m. - 7:00 p.m. Monday - Thursday

10:00 a.m. - 2:00 p.m. Fridays

### **Regular Fall/Spring Semester Hours:**

10:00 a.m. - 4:00 p.m. Monday - Thursday

7:00 p.m. - 10:00 p.m. Monday - Thursday

10:00 a.m. - 1:00 p.m. Friday

1:00 p.m. - 6:00 p.m. Sunday

For more information visit: <http://www.alaska.edu/english/writing-center/>

**Students with Disabilities** – Please note Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The staff of Disability Services works with faculty and students in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655. <http://www.uaf.edu/disability/>