Coach Carter, Essay Due 20 Oct 11, Vision Board (The Leader Within)

Competency: Provide a concrete example of how knowledge can influence a leader to bring about positive change. RESPECT is shown in many ways and Sport is a great example in showing this. This video of Coach Carter is a typical example of how Basketball can teach you to RESPECT yourself, your coach and your TEACHERS.

Linked Core Abilities:
- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country and the world.

LESSON PLAN

1. The class leader (previously selected by the instructor) divides the class into 3 squads.

2. The squad leader selects one student in each group as the group leader.

3. Segment the lesson into 3 parts. Students explore why a brighter future is possible by: (1) Identifying what was most important to Coach Carter, (2) Coach Carter's values, (3) Coach Carter's significant leadership decisions, (4) How players and the entire team were transformed, and (5) Lessons that can be applied to other situations.

4. The squad leader assigns students in the group to one of the 5 segments. The squad leader also is responsible for a segment.

5. Cadets are given time to read their segment and outline key points.

6. Cadets leave their group for 20 minutes to meet with other cadets sharing their same segment assignment. Cadets discuss the main points of their segment and prepare to report back to their group.

7. Cadets return to their squads.

8. Squad leaders facilitate having cadets present her or his segment to the group. The squad leader also encourages group members to ask questions.

9. The Marine Instructor observing each squad, assists when squad leaders need assistance.

10. At the end of the session, the class lesson leader asks students to answer the lesson review questions.
“Coach Carter” is the true story about an undefeated inner-city basketball team in Richmond, California. In 1999, the team and their coach made national headlines when Coach Ken Carter forfeited basketball games and locked the team out of their gym for failing to maintain their grade point averages as promised in a contract with him. Coach Carter, an all-American McDonald’s basketball player from the 1970s, took over the team after a season of only 4 wins in a school ranked dead last academically in the whole state of California. Historically only 50% of the student body of Richmond High graduated from high school with the majority of those graduates being female. One in three of all the males of this school ended up dead or in jail. Coach Carter believed that student/athletes had a responsibility to their academics as well as athletics and that he, as a coach, had the right to see that his players met their responsibilities.

**IDIOMS**

*the clock’s ticking* - it’s time for something to be done; hurry up

*you know the deal* - you know what’s expected of you

*give me attitude* - acting with rude behavior

*next level* - perform better than you have been

*throwing salt on the wound* - to make a difficult situation even worse

*scare tactic* - put fear into someone

*trash talk* - insulting or vulgar talk about another person or group

*act like class* - behave with politeness and dignity

*jawing* - scolding or abusive talk

*viable option* - a choice that is available to one

*cool* - something that is great

*shout out* - warning

*loudmouth* - loud, rude person
jumping down my throat - to answer or respond sharply or angrily

dead-end job - job without any future, can never do any better

paycheck to paycheck - just barely able to pay the bills, nothing extra

chill out - calm down, relax

pedal to metal - make something go forward or increase as fast as possible

open a Pandora’s Box - to start something that may cause new and unexpected problems

VOCABULARY

GPA - Grade Point Average: A=90 to 100, B=80 to 89, C=70 to 79 , D=60 to 69 , F=below 60

SAT - Scholastic Aptitude Test

signing bonus - money paid to professional players for signing a contract

push ups - vigorous exercise of pushing oneself off the ground by the arms

pregnancy test - chemical test to prove or disprove pregnancy

bikini - brief, tiny two-piece bathing suit for women

stipend - salary

abrupt - sudden or unexpected

credentials - written evidence proving abilities, education or training

abuse - to treat or speak to others in a harmful way

conditioning - preparing one’s body for hard work or sports

homicide - the killing of one human being by another

chinchilla - a small South American rodent raised for its silvery grey fur
**Goodwill Industries, Salvation Army** - charitable organizations who sell second-hand clothes and other items for a low fee to the needy

dress code - clothing required to be worn on certain situations

privilege - a special right enjoyed by a particular person or persons

support - help given to friends, family and those who need it

amended - to change for the better, improve

community service - voluntary help given to one’s community

nullify - to declare void or useless

withdrawal - to take away, pull back or remove

consequences - result or outcome of something that happened earlier

Kool-Aid - brand name for a sugary fruit drink

posture - the way one carries the body or the position one has

ticking - like the beat or sound of a clock

exhausted - without energy, totally tired

dominate - to rule over, to control

bleachers - seating in an athletic field or gymnasium

bundles, nickle bag - having to do with buying/selling of illegal drugs

fundamentals - foundation or basis of an idea or action

radical - to be extreme in politics or personal ideas

Afro - hairstyle of very curly hair once worn by African-Americans

inadequate - not adequate, not sufficient, not good enough

soothe - offer relief or comfort

impressed - to influence, to affect strongly or deeply
**allergic** - an overreaction of the immune system such as sneezing or skin rash to a normally harmless substance

**taunt** - to be sarcastic, insulting or mocking of others

**taint** - to spoil something or cause it to become offensive

**solar eclipse** - obscure or stop the light of the moon or sun

**perennial** - lasting for a long time, enduring

**buoyed** - lifted up, encouraged

**derogatory** - belittling, unkind, rude

**vision** - dream, hope, plan

**suspended** - to bring to a stop, to remove privileges

**ghetto** - a poor section of a city generally populated by a minority group

**convenient** - something easy to use, easy to do, easy to obtain

**undefeated** - having not been defeated, beaten or stopped

**panic** - a sudden overwhelming fear

**MVP** - Most Valuable Player

**awesome** - great, wonderful

**highlight** - an important, memorable, enjoyable event or play in a game

**forfeited** - giving up a right or privilege

**bluffing** - to deceive or mislead an opponent or others

**unprecedented** - never before known or experienced

**concept** - general idea or thought

**extracurricular activities** - outside one’s regular work or class work

**adjourned** - to end a meeting
**negated** - to deny the truth of something, cause to be ineffective

**Cinderella team** - unexpected success of a team not expected to succeed

**seesaw** - long board over raised surface on which two kids ride up and down

**full-ride scholarship** - scholarship that pays tuition, books, room & board

**tempo of the game** - speed of the game

**elusive** - difficult to understand or handle
1. Each cadet takes note of the following:

• Does Coach Carter appear to have a clear sense of mission and if so, describe what it is?

• Does Coach Carter appear to have a clear vision, and if so, describe what it is?

• Identify two other characters and describe their sense of mission and vision?

• Identify the collaborators and supporters of Coach Carter’s vision.

• Identify the anti-collaborators.

• What would you identify as the three primary components or strategies Coach Carter used to get the players to buy in to his vision?

• What would identify as the key turning point of the attitude change of the players?

• What would identify as the key turning point of the attitude change of the school’s principal?
• Complete a ‘Web of Protection’ for Coach Carter’s son and for one other player on the team.

2. How was Coach Carter able to achieve such a dramatic attitude change with his players without parental support, staff support, or peer support?

Why did his players want to succeed for him?
500 word Essay on

‘Average is Just Not Good Enough. PERIOD!’

Due 20 Oct 2011

Why do you think Coach Carter want to coach the Richmond High School basketball team?

What does Coach Carter mean when he said “Gentlemen, winning in here is the key to winning out there”?

Why did Cruz want to play?

Why did the team want to help Cruz to play?

What is your deepest fear?

What does the word BUOYED mean and how was it used?

Why Coach Carter asked the question “What's your father do for a living”?

What was there vision after high school?

Did they think about going to college?

What was the reason Coach Carter asked the question “Now, I want you to go home...and look at your lives tonight...and look at your parents' lives...and ask yourself, "Do I want better?"

What motivated Coach Carter to see his students to be successful?

What is the percent of NBA and NFL player that have not graduated from college?

How did honor courage and commitment reflect in the Richmond students?
According to the 2010 report for the National Center for Education Statistics, *Educational Achievement and Black-White Inequality*:

- **Black students**, while representing only 17 percent of public school students, account for 32 percent of suspensions and 30 percent of expulsions. In 2009, 35 percent of all Black students in grades 7-12 had been suspended or expelled from school. The rate was 20 percent for Hispanics and 15 percent for Whites.

- Black children are labeled “mentally retarded” nearly 300 percent more than White children and only 8.4 percent of Black males are identified and enrolled in gifted and talented classes.

- Black males in their early 30s are twice as likely to have prison records (22 percent) than bachelor’s degrees (12 percent).

- A Black male born in 2001 (today’s 7th grade student) has a 29 percent chance of spending time in prison at some point in his life. The figure for Hispanic males is 16 percent, and for White males is 4 percent.

- A Black male is 700 percent more likely than a White male to be sentenced to a local, state, or federal prison.

- Black males are imprisoned at a rate of 3,405 per 100,000 (3.4 percent); Hispanics at a rate of 1,231 per 100,000 (1.2 percent); and Whites at a rate of 465 per 100,000 (.465 percent).

- 17.5 percent of Black students, 13.2 percent of Hispanic students, and 9.3 percent of White students in grades K-12 were retained at least one grade.

- 13 percent of Blacks ages 16-24 have not earned a high school credential. The rate for Whites is 7 percent.

- 30 percent of Black high school students have taken advanced mathematics courses compared to 45 percent of Whites.
• 5 percent of Black high school students take a fourth year of a foreign language with 2 percent taking an AP foreign language course.

• 12 percent of Black high school students take science classes as high as chemistry and physics.

• 27 percent of Black high school students take advanced English.

• Black students take AP exams at a rate of 53 per 1,000 students. The rate for Hispanic students is 115 per 1,000 and for Whites is 185 per 1,000.

• The average SAT scores for Black students is 433V and 426M; for Whites it is over 22 percent higher at 529V and 531M.

• The average ACT score for Black students is 16.9; for Whites it is nearly 30 percent higher at 21.8.

• The unemployment rate for Blacks ages 16-19 is 25 percent.

• The unemployment rate for Blacks without a high school credential is 30 percent, 19 percent with high school but no college, 10 percent with some college but no degree, and 6 percent with a bachelor’s degree.
Marine Corps Leadership Traits

The 14 leadership traits are qualities of thought and action which, if demonstrated in daily activities, help Marines earn the respect, confidence, and loyal cooperation of other Marines. It is extremely important that you understand the meaning of each leadership trait and how to develop it, so you know what goals to set as you work to become a good leader and a good follower.

JUSTICE

**Definition:** Justice is defined as the practice of being fair and consistent. A just person gives consideration to each side of a situation and bases rewards or punishments on merit.

**Suggestions for Improvement:** Be honest with yourself about why you make a particular decision. Avoid favoritism. Try to be fair at all times and treat all things and people in an equal manner.

JUDGMENT

**Definition:** Judgment is your ability to think about things clearly, calmly, and in an orderly fashion so that you can make good decisions.

**Suggestions for Improvement:** You can improve your judgment if you avoid making rash decisions. Approach problems with a common sense attitude.

DEPENDABILITY

**Definition:** Dependability means that you can be relied upon to perform your duties properly. It means that you can be trusted to complete a job. It is the willing and voluntary support of the policies and orders of the chain of command. Dependability also means consistently putting forth your best effort in an attempt to achieve the highest standards of performance.

**Suggestions for Improvement:** You can increase your dependability by forming the habit of being where you're supposed to be on time, by not making excuses and by carrying out every task to the best of your ability regardless of whether you like it or agree with it.

INITIATIVE

**Definition:** Initiative is taking action even though you haven't been given orders. It means meeting new and unexpected situations with prompt action. It includes using resourcefulness to get something done without the normal material or methods being available to you.

**Suggestions for Improvement:** To improve your initiative, work on staying mentally and physically alert. Be aware of things that need to be done and then to do them without having to be told.

DECISIVENESS
Definition: Decisiveness means that you are able to make good decisions without delay. Get all the facts and weight them against each other. By acting calmly and quickly, you should arrive at a sound decision. You announce your decisions in a clear, firm, professional manner.

Suggestions for Improvement: Practice being positive in your actions instead of acting half-heartedly or changing your mind on an issue.

TACT

Definition: Tact means that you can deal with people in a manner that will maintain good relations and avoid problems. It means that you are polite, calm, and firm.

Suggestions for Improvement: Begin to develop your tact by trying to be courteous and cheerful at all times. Treat others as you would like to be treated.

INTEGRITY

Definition: Integrity means that you are honest and truthful in what you say or do. You put honesty, sense of duty, and sound moral principles above all else.

Suggestions for Improvement: Be absolutely honest and truthful at all times. Stand up for what you believe to be right.

ENTHUSIASM

Definition: Enthusiasm is defined as a sincere interest and exuberance in the performance of your duties. If you are enthusiastic, you are optimistic, cheerful, and willing to accept the challenges.

Suggestions for Improvement: Understanding and belief in your mission will add to your enthusiasm for your job. Try to understand why even uninteresting jobs must be done.

BEARING

Definition: Bearing is the way you conduct and carry yourself. Your manner should reflect alertness, competence, confidence, and control.

Suggestions for Improvement: To develop bearing, you should hold yourself to the highest standards of personal conduct. Never be content with meeting only the minimum requirements.

UNSELFISHNESS

Definition: Unselfishness means that you avoid making yourself comfortable at the expense of others. Be considerate of others. Give credit to those who deserve it.

Suggestions for Improvement: Avoid using your position or rank for personal gain, safety, or pleasure at the expense of others. Be considerate of others.

COURAGE
**Definition:** Courage is what allows you to remain calm while recognizing fear. Moral courage means having the inner strength to stand up for what is right and to accept blame when something is your fault. Physical courage means that you can continue to function effectively when there is physical danger present.

**Suggestions for Improvement:** You can begin to control fear by practicing self-discipline and calmness. If you fear doing certain things required in your daily life, force yourself to do them until you can control your reaction.

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**KNOWLEDGE**

**Definition:** Knowledge is the understanding of a science or art. Knowledge means that you have acquired information and that you understand people. Your knowledge should be broad, and in addition to knowing your job, you should know your unit’s policies and keep up with current events.

**Suggestions for Improvement:** Increase your knowledge by remaining alert. Listen, observe, and find out about things you don’t understand. Study field manuals and other military literature.

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**LOYALTY**

**Definition:** Loyalty means that you are devoted to your country, the Corps, and to your seniors, peers, and subordinates. The motto of our Corps is Semper Fidelis!, (Always Faithful). You owe unwavering loyalty up and down the chain of command, to seniors, subordinates, and peers.

**Suggestions for Improvement:** To improve your loyalty you should show your loyalty by never discussing the problems of the Marine Corps or your unit with outsiders. Never talk about seniors unfavorably in front of your subordinates. Once a decision is made and the order is given to execute it, carry out that order willingly as if it were your own.

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**ENDURANCE**

**Definition:** Endurance is the mental and physical stamina that is measured by your ability to withstand pain, fatigue, stress, and hardship. For example, enduring pain during a conditioning march in order to improve stamina is crucial in the development of leadership.

**Suggestions for Improvement:** Develop your endurance by engaging in physical training that will strengthen your body. Finish every task to the best of your ability by forcing yourself to continue when you are physically tired and your mind is sluggish.

Because it is important to always be able to remember the basic leadership traits, the acronym “J.J. DID TIE BUCKLE” is used. Each letter in the acronym corresponds to the first letter of one of the traits. By remembering the acronym, you will be better able to recall the traits.
Essay Paper Rubric due 20 Oct 2011

Cadet’s Name: ____________________________ Period: ____________________________

**Yes Test:** You must receive all “yeses” for your paper to be scored. Any “no” will stop the process.

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<td>1. Paper typed</td>
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<td>5. Minimum 8 sources (and a variety of types)</td>
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<td>6. Works Cited/Bibliography or References accurate and correctly formatted</td>
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<td>7. Paper written in 3rd person; content not personal essay but non-biased research</td>
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<td>8. Paper meets minimum length standard (7-10 pages, excluding title and Works Cited/Bibliography or References)</td>
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<td>9. Evidence of consistent and conscientious editing</td>
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4—Clearly a knowledgeable, practiced, skilled pattern

3—Evidence of a developing pattern

2—Superficial, random, limited consistencies

1—Unacceptable skill application

### Use of Sources

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<td>Researched information appropriately documented</td>
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<td>Demonstrates use of paraphrasing, direct, and indirect quotations</td>
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<td>Information connects to the thesis</td>
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<td>Sources on Works Cited/Bibliography or References accurately match sources cited within the text</td>
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### Content/Organization

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<td>Introduction engaging and clearly defines thesis</td>
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<td>Thesis is challenging and focused</td>
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<td>Content connecting to thesis is clarifying, exploring, explaining, developing</td>
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<td>Text organization flows sensibly and smoothly</td>
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<td>Mixture of personal voice interwoven with research (commentary)</td>
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<td>Conclusion thoughtful, engaging, and clear</td>
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### Mechanics/Usage/Spelling/Format

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**Information Literacy**

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<td>Evidence of importance of author’s credibility and validity</td>
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<td>Research offers non-biased, fair research perspective from which a conclusion is drawn</td>
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<td>Research information goes beyond surface information</td>
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Comments.

**Total Score: ________/92  Total Percentage: ________%**
Squad Leader Presentation Rubric during Class 25 Oct 2011

Squad’s Name: ___________________________  Period Name: ___________________________

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<td>Attention grabber effectiveness in introduction</td>
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<td>Speech’s stated purpose clear within introduction</td>
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<td>Clarity and unity of focus</td>
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<td>Research paper and project linkage explained</td>
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<td>Personal application of research and project skills clearly addressed</td>
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<td>Organization follows logical flow</td>
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<td>Content balanced among research, project and self growth</td>
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<td>Evidence of self evaluation and personal reflection clearly present</td>
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<td>Depth of research information beyond general knowledge</td>
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<td>Student “learning stretch” clearly explained and supported</td>
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<td>Conclusion effectively wraps up entire speech</td>
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<td>Effective usage of visual aid</td>
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### Delivery

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<td>Effective use of eye contact w/ audience</td>
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<td>Demonstrates appropriate use of voice volume</td>
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<td>Appropriate rate of speaking applied</td>
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<td>Effective and appropriate use of gestures</td>
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<td>Demonstrates effective use of pauses</td>
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<td>Speech practice evident; delivery beyond the reading of note cards</td>
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<tr>
<td>Speaker demonstrates energy, enthusiasm, poise and confidence</td>
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<tr>
<td>Dress and appearance</td>
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</tbody>
</table>

### Question/Answer Session

<table>
<thead>
<tr>
<th>Skill application demonstrates use which represents</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates excellent listening skills</td>
<td></td>
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<tr>
<td>Gives individual asking question direct eye contact</td>
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<tr>
<td>Rephrases the question asked within the context of the answer given</td>
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<tr>
<td>Answers extend and expand information</td>
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<tr>
<td>Demonstrates the ability to summarize at answer’s end</td>
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<tr>
<td>Body language and answers demonstrate interest, enthusiasm, poise and confidence</td>
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<tr>
<td>Answers with fluency and flow</td>
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<tr>
<td>Quality of answers represent depth &amp; understanding of researched information</td>
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</tr>
</tbody>
</table>

Comments.  

Score: _______/132  Total Percentage: ____%
Essay Format

Frequently, the formatting of your essay may be nearly as important to a teacher as the content is. If your teacher or professor gives you specific formatting guidelines, you should follow them. However, if no guidelines are set, you have several different options for formatting your paper.

The Essay Title

Although the topic of your essay serves as the title, the title section of your essay contains several additional elements. You have two options for the title section:

1. Display the title at the top of the first page.
2. Use a separate title page for the title section of your essay.

When you’re not using a title page, generally your name, the course name, professor or teacher’s name and the due date are placed at the upper left hand corner of the first page. Below that should be your title centered. Your essay begins after skipping one line below the title.

Example:
John Brown, 1\textsuperscript{st} Period
Leadership Education
1stSgt Gray
December 13, 2005

When using a separate title page, the title is the first information on the page and horizontally centered at about the top third of the page. Leave the center of your page empty. Other title elements may be double or single-spaced and may be either centered or left aligned in the final third of your title page.

Note: The essay title should be in the same font type and size as the rest of your essay and should not be bolded, italicized or underlined.

Tips for Formatting Essay Text

1. Use the standard margins of 1” on the top and bottom margins and 1.25” on the left and right margins.
2. Double spaced text is standard in essay writing and provides room for your editor or teacher to circle or underline errors or add arrows connecting their comments to your text.
3. Unless otherwise specified, essay text is left aligned. In cases where your essay is hand written instead of typed, it’s “handy” to use a straight edge to keep vertical alignments at a 90-degree angle.
4. Use a standard font such as “Times New Roman” size 12.
5. Print your essay on only one side of paper.
6. Use standard white paper (8.5” X 11”).

Average is Just Not Good Enough.
PERIOD!
By John Brown
1\textsuperscript{st} Period
Leadership Education
1stSgt Gray
December 13, 2005
Paragraphs are identified by an indentation of five spaces (a tab), do not make extra spaces between paragraphs.

**Page Numbers**

When used, a separate title page is not numbered. The first page of text is page 1 and may be numbered at the bottom center, in the upper right hand corner, or left unnumbered. Number subsequent pages in the upper right hand corner of each page.

Page numbers should be numbers only. Abbreviations like “p. 3” or indicators like “page 2 of 5” are usually inappropriate for essays.

In the MLA style, the page number is preceded by your last name spaces, i.e. Brown 1. Also in the MLA style all pages that contain the essay text are numbered in the upper right hand corner.

**Works Cited**

If you have used outside sources to gain information on your essay, you need to include a works cited page of the sources you used at the end of your paper. The appropriate method of listing your sources depends on the type of publications (e.g. book, article, web page, etc.) you used in researching your topic. The format of the works cited page also varies according to the style of citation used within your text.

**The first paragraph:**

1) Begins with a topic sentence that introduces a general theme.
2) Follows the topic sentence with sentences that narrow the focus of the theme, so that it is less general.
3) Introduces the author of the text you are writing about.
4) Introduces the title of that text.
5) Narrows the discussion of the topic by identifying an issue or problem.
6) Finishes by making a debatable claim a thesis statement, which is defined as a debatable point/claim. Always locate the thesis statement as the final sentence of the introductory paragraph, for students will be graded on this.

**Body paragraphs:**

1) Begin with topic sentences that clearly relate to the topic, or issue, or problem, that was identified in the introductory paragraph.
2) Sentences that elaborate on the issue, or problem discussed in the introductory paragraph, and also demonstrates a clear connection to the thesis statement.
3) A sentence or sentences that make a claim about the topic, issue, problem.
4) A quote from the text you are analyzing that supports your claim.
5) Your interpretation of that quote, which explains how you arrived at your conclusion, and also demonstrates a clear connection to the thesis statement.

Body paragraphs employ the One, Two, Three Rule, which is:

1) Make a debatable claim.
2) Support the claim with a quote.
3) Explain the connection between your claim and the quote, which means you make an intellectual conclusion.

Concluding paragraph:

1) Begins with a topic sentence that clearly relates to the topic, or issue, or problem, that was identified in the introductory paragraph.
2) Sentences that make connections with, or revisit, points from your introductory paragraph and your body paragraphs. These points now serve to close your argument.
3) A synthesis of these points that clearly demonstrates the focus of your thesis statement.
4) A final comment, or intellectual conclusion of sorts those point out the larger significance of your argument.

Things to avoid:

- Do not use contractions.
- Do not use first person pronouns such as “I” “me” “my.”
- Do not use second person pronouns such as “you” “your” “yours.”
- Do not engage in personal stories, meaning stories of your own life experiences, or the experiences of friends, family, and so on.
- Do not begin sentences with conjunctions: but, and, or, nor, for, so, yet.
- Do not pose any questions in any assignments. This means, quite literally, not to use questions. Make statements instead.
- Do not quote the bible or allude to religion in any way.
- Avoid any form of direct address to the reader, such as "think about the fact that . . .".
- Avoid too casual of a prose style, such as sentences that begin with words like "well, sure, now, yes, no."