**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Reaction Paper: Concept Maps***

*What is the purpose?*

* Demonstrate your comprehension of the assigned readings, which will be discussed in class;
* Provide your reaction to the assigned readings.

*What is the format?*

* Name
* Date
* Title
* Times New Roman
* Approximately 1 - 2 pages, double-spaced

*What is the Required Content, Procedure, and Evaluation?*

* **Procedure:** Reaction papers are due at the start of the class (*late papers NOT accepted)*
* **Evaluation:** See Page 2
* **Content:** The specific content will reflect the readings (see page 2).

**CONTINUE TO PAGE 2 FOR QUESTIONS & RUBRIC**

***Reaction Paper: Concept Maps***

*Questions*

1. What is the purpose of a concept map?
2. How are “good” concept maps constructed?
3. How can concept maps facilitate cooperative learning?
4. How might you use concept maps for your teaching area?

**Reaction Paper: Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Poor****1 points** | **Fair****2 points** | **Good** **3 points** | **Excellent****4 points** |
| **Content**  | Does not demonstrate comprehension of content in reading/video and/or offers irrelevant responses to reaction questions | Demonstrates **limited comprehension** of content in reading/video environment and/or offers **superficial responses** to reaction questions  | Demonstrates **comprehension of core content** in reading/video environment and offers **complete responses** to reaction questions  | Demonstrates **mastery of core content** in reading/video environment and offers **thoughtful responses** to reaction questions  |
| **Format & Organization** | Few relationships between ideas are presented. | **Relationships** among ideas are sometimes clear, but **conveyed inconsistently**. | Relationships among ideas are assisted by transitions and **logical progression** of ideas. | Writer expresses relationships among ideas; **careful and subtle organization** enhances effectiveness of communication |
| **Grammar, Punctuation & Spelling**  | Errors in grammar, spelling, mechanics cause reader to frequently stop reading. | Errors in grammar, spelling, mechanics **distract or interfere** with understanding. | A **small number of errors** in grammar, spelling and mechanics do not distract from the overall effectiveness of the paper. | **Mastery** of grammar, spelling, mechanics enhances the effectiveness of communication. |