|  |  |
| --- | --- |
|  | **Course number** [e.g. IPBS 803]**Course Title**Term YYYY# Credits |

 **Course Syllabus**

|  |  |
| --- | --- |
| **Course Description** | This course is designed to prepare the graduate student to XXX. Major topics to be covered include XXX. [This will be what is officially printed in the Course Catalog. Discuss the course purpose, a short description of course content and relevance of the course.] *DELETE ALL BRACKETED TEXT FROM SYLLABI WHEN FINISED EDITING* |
| **Prerequisites** | Delete table row if there are no prerequisites for the course. |
| **Instructor** | Name, Ph.D.Rank ProfessorDepartment of XXXXXCollege of XXXXXOffice: BLDG ####Phone: 402-55#-####Email: xxx@unmc.edu |
| **Guest Speakers** | [Example.] Guest speakers may include faculty members from across the University of Nebraska and experienced public health practitioners from public health agencies and other community organizations. [If you don’t have guest lecturers, please delete table row] |
| **Class Days, Times, Location** | Xxxday#:## - #:##BLDG #### |
| **Office Hours** | [Example.] There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, Canvas Conference, or in person. OR, by appointment. |
| **Course Texts** | [List required and optional texts. Verify with bookstore they will offer the textbook.]The required textbook for the course is available in the UNMC bookstore in the Student Life Center Building.[If you are using textbook(s), list chapters in the course outline; if you do not use textbooks say “there is no required textbook. Reading materials will be posted on canvas at least a week before the class.] |
| **Required Readings** | Reading for a particular class should be completed before coming to class.  |
| **Course Format** | [Describe the course format. Some examples are given below.][Example 1.] The course format will consist of a seminar-style class that meets weekly. Students are expected to complete the readings before class and come to each class prepared to discuss the texts (with the exception of week 1, where the readings will be done after the fact). [Example 2.] The course format will include a weekly lecture in class. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature. |
| **Course Website** | <https://unmc.instructure.com> (use your NetID and password) |
| **ADA Policy** | The University of Nebraska Medical Center takes pride in its diverse population and is committed to providing all students the opportunity to take full advantage of its programs and facilities. In keeping with this philosophy, UNMC strives to eliminate architectural and programmatic barriers that may prevent qualified students with disabilities from obtaining an academic or professional degree. Reasonable accommodations (e.g. auxiliary aids and services or academic adjustments) are offered to provide students with disabilities an equal opportunity to participate in academic programs and to promote and facilitate the integration of students with disabilities into the mainstream of university academic life. Students should initiate requests for accommodation; however, the accountability and responsibility of accommodations is shared among faculty, students, administrators, and staff. Reasonable accommodations for students with disabilities are designed to provide equal access in a manner that does not compromise essential elements of academic programs.Full Policy <https://catalog.unmc.edu/general-information/student-policies-procedures/student-accommodation-policy/>  |
| **ADA Registration and Contact Information** | Reasonable accommodations are provided for students who are registered with UNMC Accessibility Services Center (UNMC ASC) and make their requests sufficiently in advance. For more information, contact UNMC ASC (Location: Student Life Center, Suite 2031; Phone: 402.559.7276, email: unmcasc@unmc.edu) |

 **Course Learning Objectives:**

**At the end of this course, students should be able to do the following:**

1. [List Objective]
2. [List Objective]
3. [List Objective]
4. [list as many as you think is necessary]

**Graduate Studies learning objectives (GSLO) addressed in this course, mapped to course learning objectives and assessments of student learning:**

|  |  |  |
| --- | --- | --- |
| **GSLO**  | **Course Learning Objectives** | **Assignments** |
| 1 | Knowledge of the Discipline | 1 xxxxxx2 xxxxxx | Assessment Title |
| 2 | Critical Thinking | 3 xxxxxx | Assessment Title |
| 3 | Communication Skills | 4 xxxxxx5 xxxxxx | Assessment Title |
| 4 | Research Skills | (etc.) | Assessment Title |
| 5 | Professional Behavior |  | Assessment Title |

[Map course learning objectives to appropriate [graduate studies learning objectives](https://www.unmc.edu/gradstudies/faculty-staff/_documents-faculty/graduate-studies-learning-outcomes.pdf). GSLOs that do not align with a course objective need not be included. Be as specific and descriptive as possible to aid in electronic mapping and data collection. Indicate the course assessment(s) that would be used to demonstrate student competency of each course learning objective. If the program has program-specific competencies, please add a column between GSLO and CLO with program objectives as appropriate.]

**Course Assignments**

[Describe all of the course assignments, exams, projects, etc. If some assignments are not required but optional, please state so clearly. Examples are shown below.]

**Written Assignments**: [Example1. All written assignments should be submitted in final format; drafts will not be accepted or reviewed. Unless noted all assignments should follow APA style guidelines. They should be typed using 12 pt. Times New Roman Font, double-spaced, with 1-inch margins on all sides. All assignments should include references, and the reference page is not included in the page limit required for the assignment.]

[Example 2. Describe expectations for References] References are not included in the page limit required for the assignment. Students should include references, appearing in numerical order within the text in superscript. References should be listed according to the style of the International Committee of Medical Journal Editors (ICMJE) Uniform Requirements for Manuscripts Submitted to Biomedical Journals: <http://www.nlm.nih.gov/bsd/uniform_requirements.html>]

1. Assignment 1 (##%)
Description.

2. Assignment 2 (##%)
Description.

3. Midterm Exam (##%)
Description. [Example.] Questions in short-essay format will cover material from weeks 1-7.

4. Assignment 3 (##%)
Description.

5. Paper (##%)
Description.

6. Final Exam (##%)
Description. [Example.] Questions in short-essay format will cover material from weeks 8-15.

**Grading:** For assignments that require rubrics refer to the attached rubrics for grading details. Additional information about the grading criteria for each component will be distributed with the assignment. The relative weight of each course component is as follows.

##% Assignments
##% Midterm
##% Paper
##% Final Exam
100%

**Grading Scale:** The grading scale for the course is shown below and is consistent with UNMC policies.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Point: | 4.0 | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0 |
| Final Percentage: | 100-98 | 97-93 | 92-90 | 89-88 | 87-83 | 82-80 | 79-78 | 77-73 | 72-70 | 69-68 | 67-63 | 62-60 | <60 |
| LetterGrade: | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

**Class Policies [modify or delete table rows as needed]**

**Instructor Expectations**

|  |  |
| --- | --- |
| **Email** | [Example.] The instructor will typically respond to email within 24 hours or less if sent Monday – Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to return emails. The instructor will give students advance notice if possible when they will be out of the office. |
| **Feedback** | [Example.] All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback will be delivered via the Canvas Grade Center. If warranted, additional feedback may be sent via Canvas email or viewed in the comments section the graded assignment. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in areas you are not. |
| **Grading** | [Example.] Assignments, projects and discussion board postings will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date. |
| **Telephone Messages** | [Example.] The instructor will respond to telephone messages within 24 hours Monday thru Thursday. Calls left on a Friday will be returned that day if possible, if not they will be returned on Monday. |

**Student Expectations**

|  |  |
| --- | --- |
| **Assignments** | [Example.] All assignments will be submitted through Canvas via the discussion board, Voice Thread or assignments links located in the weekly modules, syllabus link or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work email or call the instructor for guidance. |
| **Attendance/ Participation** | [Example.] Your attendance and active participation are an integral part of your learning experience in this course. |
| **Communication** | [Example.] Class members are expected to follow common courtesy in all communication to include email, discussion boards, and Canvas. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as professionals. |
| **Contributions** | [Example.] Students are expected to offer individual contributions in class and on individual assignments and collaborate with fellow students on assignments for which students may work together. |
| **Discussion Board** | [Example.] Students are expected to participate in the course Group Discussion Board on Canvas. Throughout the semester, students will be assigned discussion board questions that will be addressed in the student’s original post. Students are also expected to reply to at least two peers’ postings per discussion board. Peer replies should be thoughtful, reflective and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning and relevant information of the topic.* View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>
 |
| **Email** | [Example.] All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette. * View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/
 |
| **Late Work** | [Example 1] Late work will not be accepted.[Example 2] Missed, rescheduled or late work: Exam date and assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. Students must inform the instructor on the first week of class if they cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities. |

## **Academic Integrity and Professional Conduct**

Students at the University of Nebraska are members of an academic community in which academic integrity and responsible conduct are essential for the community to function. To ensure that students know what is expected of them, the University has adopted the Standards of Academic Integrity and Responsible Conduct (“Standards”). Selected sections from the [Student Code of Conduct, Section II](https://catalog.unmc.edu/general-information/student-policies-procedures/code-of-conduct/):

Students are expected to approach and complete their academic work with integrity. They are expected to do their own work, to be honest in the statements they make, to refrain from harming others, to refrain from improperly helping others, and to follow the rules. Students must read instructions and syllabi carefully so that they know what their instructors expect in terms of academic integrity.

Students who are unsure whether or not particular conduct is appropriate should ask their instructors or university administrators. Failing to act with integrity is a violation of the Code. A student fails to act with integrity when they engage in or attempt to engage in any of the following conduct.

1. Cheating, which includes, but is not limited to:

a. Copying from another student’s exam, assignment, or project.
b. Using materials during an exam or for an assignment that are not authorized by the instructor.
c. Using devices during an exam that are not authorized by the instructor.
d. Taking any materials out of the exam room (for example, the exam itself or scratch paper) that the exam instructions prohibit students from taking.
e. Making an electronic copy of part or all of an exam, unless the instructions authorize making a copy.
f. Possessing a copy of an exam or assignment that the student knows or should have known that they are not authorized to have.
g. Working on an exam or assignment with someone else, unless group work has been authorized by the instructor.
h. Taking an exam for another student, or allowing their exam to be taken by someone else.
i. Taking all or part of work that someone else prepared and submitting it as one’s own.
j. Taking all or a substantial part of an assignment submitted for one course and submitting it in another course, without the authorization of the instructor for that course.

2. Dishonesty, Falsification, and Fabrication, which includes, but is not limited to:

a. Making false statements to avoid taking an exam or submitting an assignment at the scheduled time.
b. Making false statements to avoid a penalty for failing to take an exam or submit an assignment at the scheduled time.
c. Making up or purposefully misstating information or sources in any assignment or research project.
d. Engaging in plagiarism by presenting the words or ideas of another person as one’s own.
e. Making changes to a graded exam or assignment and then representing that the changes were part of the original exam or assignment.

4. Improperly Helping Others, which includes, but is not limited to:

a. Helping another student on an exam or an assignment when the student is not authorized to receive help.
b. Knowingly helping another student violate these Standards, including, but not limited to, sharing an instructor’s teaching materials without permission.
c. Unauthorized distribution, electronically or otherwise, of an instructor’s course materials.

Plagiarism:

Examples of plagiarism relevant to this course (should be tailored to the specific course):

* Using text verbatim from a website, journal, or book in response to an assignment without use of quotation marks or proper citing
* Excessive use of verbatim or paraphrased text in response to an assignment or exam question, even if quotations and proper citation are included
* Copying or paraphrasing responses to specific assignment or exam questions provided by another student or individual whether the original work was produced in a past or the present course
* Paraphrasing by select word replacement even if properly cited
* Producing a schematic or diagram that is derivative of another’s work without proper citation (eg. “adapted from Figure X in *citation*”)
* Failure to cite the source of images obtained from journal articles, books, websites, etc. on the relevant slide or poster panel. (For journal discussions, citation of the article at the beginning of the presentation is sufficient to cover all images presented from that paper.)

|  |
| --- |
| **Instructor’s Policy:** [Example.] A violation of the standards of academic integrity is viewed as a very serious matter at UNMC. Any violation of the academic integrity and professional conduct policy will result in a zero grade for the assignment or exam in question. A second offense will result in an F for the course. Violations will be reported to student’s Department Chair and the Executive Associate Dean for Graduate Studies and may be entered into the student’s academic record.  |

**Course Outline**
This schedule may change as the semester progresses, according to student enrollment and needs.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session** | **Date** | **Topic** | **Reading Assignment** | **Assignment/ Due Date** | **Course Learning Objectives** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |
| 7 |  |  |  |  |  |
| 8 |  |  |  |  |  |
| 9 |  |  |  |  |  |
| 10 |  |  |  |  |  |
| 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |
| 13 |  |  |  |  |  |
| 14 |  |  |  |  |  |
| 15 |  |  |  |  |  |

**Grading Rubrics**

[Grading rubrics must be provided for all assignments that do not have an answer key (e.g., assignments where grading is more subjective than objective). It is important to demonstrate equitable grading among all students. Examples are shown below.]

[Example 1.] Class Preparation and Discussion Rubric (10 points)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class Preparation and Discussion Rubric (10 points)** |  |
| **Criteria** | **Excellent**  | **Good** | **Competent** | **Fair** | **Limited**  | **Poor** |
| **Class preparation**(5 points) | * The student comes to class prepared and has read, watched and/or completed the required pre-class readings and exercise. The student demonstrates a clear understanding of the topic and participates in an interactive way.

(5 points) | The student comes to class prepared and has read, watched and/or completed the required pre-class readings and exercise, but the student lacks a deep understanding of the topic (able to contribute meaningfully).(4 points) | The student comes to class prepared and has read, watched and/or completed the required pre-class readings and exercise, but the student lacks a clear understanding of the topic (able to contribute some of the time).(3 points) | * The student comes to class partially prepared. They have completed most of the pre-class work. The student has limitations in knowledge but is able to contribute marginally during discussions.
* (2 points)
 | * The student comes to class partially prepared. They have not completed all the pre-class work. The student lacks knowledge and is not able to contribute meaningfully during discussions.

(1 point) | * The student does not come to class prepared and has not read, watched and/or completed the required pre-class readings and exercise. The student lacks knowledge and is not able to contribute during discussions (0 points)
 |
| **Criteria** | **Master** | **Proficient** | **Competent** | **Learner** | **Novice** | **Inadequate** |
| **Participation in class discussions**(5 points) | * The points being made by the student are insightful. They exhibit one or more of the following:

**1. Validating** - Validates the contributions of others and explains why their contributions resonate.**2. Resourceful** - Shares or creates resources that contribute to the discussion. **3. Inquiring** - Offers feedback, asks questions, provides reflection or commentary. **4. Community Expander** - Leads a section of the community to a new and deeper discourse.(5 points) | * The student demonstrates partial understanding of the discussion and concepts. Comments exhibit an attempt at one or more of the following:

**1. Validating** - Validates the contributions of others and explains why their contributions resonate.**2. Resourceful** - Shares or creates resources that contribute to the discussion. **3. Inquiring** - Offers feedback, asks questions, provides reflection or commentary. * **4. Community Expander** - Leads a section of the community to a new and deeper discourse (4 points)
 | * The student ut does not understand the discussion point or applies the concepts incorrectly. Comments exhibit an attempt at one or more of the following:

**1. Validating** - Validates the contributions of others and explains why their contributions resonate. **2. Resourceful** - Shares or creates resources that contribute to the discussion. **3. Inquiring** - Offers feedback, asks questions, provides reflection or commentary. **4. Community Expander** - Leads a section of the community to a new and deeper discourse. (3 points) | * Comments are appropriate and positive but not expansive.
* Student volunteers responses (2 points)
 | * Comments are minimal.
* Usually, the student just likes or agrees with others’ views and does not add to the discussion.
* Student speaks only when called upon

(1 point) | * Does not speak even when called on (0 points)
 |

***[Example 2.]* Discussion Rubric (10 points)**

*This rubric is available for import in Canvas. It is titled: BMB Discussion Group Rubric (Designed by Richard MacDonald and Laurey Steinke)*

| **BMB Discussion Rubric (10 points)**  |
| --- |
| **Criteria** | **2 points**  | **1 point** | **0 points** |
| **Engagement and Participation** (1 points) | N/A | * Student voluntarily offers feedback, asks questions, and provides reflection or commentary.
 | * Student speaks only when called upon and does not add to the discussion.
 |
| **Conduct and Professionalism** (2 points) | * Student listens and incorporates and expands on the contributions of others.
 | * Student listens but does not interact with others’ comments fully.
 | * Student does not listen, interrupts others, uncooperative.
 |
| **Relevance of Contributions**(3 points) | * Student offers relevant information.
* Discussion promotes deeper analysis of the topic.
 | * Student always offers relevant contribution, but not expansive.
* Student’s contribution is sometimes off-topic or distracting.
 | * Student’s contributions to the discussion are always off-topic, irrelevant or counterproductive.
 |
| **Preparation**(3 points) | * Student comes to class prepared and has read, the required pre-class readings.
* Student ha slooked up concepts tp clarify understanding.
* Student demonstrates a clear understanding of the topic and participates in an interactive way.
 | * Student has read and thought about the material in advance of class.
* Student lacks a clear understanding of the topic (not able to contribute meaningfully).
 | * Student does not appear to have read material in advance of class. The student lacks the knowledge and is not able to contribute meaningfully during discussions.
 |
| **Synthesis and Application**(1 point) | NA | * Student integrates new information with prior knowledge.
 | * Student gasps new knowledge but compartmentalizes it.
 |

***[Example 3.]* Presentation Rubric (25 points)**

| **Criteria** | **Excellent** **5 points** | **Good****4 points** | **Competent****3 points** | **Fair****2 points** | **Limited****1 point**  | **Poor****0 points** |
| --- | --- | --- | --- | --- | --- | --- |
| **Organization and use of visual effects**(5 points) | * Slides have the required components (person, place time, magnitude and recommend-dation), and the information is well organized.
* Oral presentation aligns very well with the visuals and transition is smooth from one section to another.
* Visual aids are professional-looking, informative, and are effectively used to enhance the audience’s understanding of the materials.
 | * Slides have the required components (person, place time, magnitude and recommend-dation), and the information is consistently organized.
* Oral presentation aligns with the visuals and transitions from one section to another are adequate.
* Visual aids are well prepared, informative, and are used to enhance the audience’s understanding of the materials.
 | * Slides have the required components (person, place time, magnitude and recommend-dation), and the information is consistently organized. However, the oral presentation sometimes does not follow the slides.
* Visual aids are well prepared and informative but do not always support the text.
 | * Slides have the required components (person, place time, magnitude and recommend-ation), and the information is consistently organized. However, the oral presentation does not match or follow the slides.
* Visual aids are well prepared and informative but do not s support the text.
 | * There is no sequence of information and/or some of the required main components (person, place time, magnitude and recommend-dation) are missing.
* Slides have the required components (person, place time), but information is inconsistently organized; therefore, it is very difficult to follow the presentation.
* Does not include any visual aids (table, graph, pictures) to enhance the audience’s understanding of the materials.
* The font size is too small and cannot be read.
 | * There is no sequence of information and most or all of the required main components (person, place time, magnitude and recommend-dation) are missing.
* Slides have the required components (person, place time), but information is not organized; therefore, it is impossible to follow the presentation.
* Does not include any visual aids (table, graph, pictures) to enhance the audience’s understanding of the materials.
* The font size is too small and cannot be read.
 |
| **Slides** (5 points) | * The title of the presentation and presentation contents are elegant and without errors...
* The presentation content is extensively referenced.
 | * The title of the presentation and presentation contents are relevant and without errors.
* The presentation content is fully referenced
 | * The title of the presentation and presentation contents are not completely relevant or contain minor errors.
* The presentation content is not fully referenced.
 | * The title of the presentation and presentation contents are not completely relevant and contain minor errors.
* The presentation content is only partially referenced.
 | * The title of the presentation and presentation contents either have errors or are not relevant to public health.
* The presentation content is minimally referenced
 | * The title of the presentation and presentation contents have errors and are not relevant to public health.
* The presentation content is not referenced.
 |
| **Required Content**(5 points) | The 5 key portions of the presentation are clear and well defined | The 5 key portions of the presentation are mostly clear and well defined with some ambiguity. | The 5 key portions of the presentation are present but not fully discussed | The 5 key portions of the presentation are present but not well discussed | 1 or 2 of the 5 key portions of the presentation is missing or lacks clarity | At least 3 of the 5 key portions of the presentation are missing or lack clarity |
| **Delivery**(5 points) | * Presenter maintains eye contact and uses notes minimally.
* Presentation reflects thorough preparation and coordination among students.
* Presentation was within the assigned time limit.
 | * Presenter maintains eye contact and uses the notes effectively.
* Presentation reflects preparation and coordination among students.
* Presentation was within the assigned time limit.
 | * Presenter maintains eye contact and uses the notes most of the time.
* Presentation reflects a lack of coordination among the students
 | * Presenter maintains eye contact some of the time but relies heavily on the notes.
* Presentation reflects minimal coordination among the students.
 | * Presenter reads the slides and makes minimal eye contact with the audience.
* Difficult to hear the presenter
* Presentation reflects lack of practice and/or coordination
 | * Presenter reads the slides and makes no eye contact with the audience.
* Impossible to hear the presenter.
* Presentation is totally disorganized. .
 |
| **Time limit**(1 point) | N/A | N/A | N/A | N/A | Presentation was within the assigned time limit (13-15 minutes). | Presentation was not within the assigned time limit (exceeded 15 minutes). |
| **Timeliness**(4 points) | N/A | Presentation was uploaded on Canvas on time (by the due date/time). | The presentation was uploaded on Canvas within 12 hours after the due date/time. | The presentation was uploaded on Canvas within 24 hours after the due date/time. | The presentation was uploaded on Canvas within 24-36 hours after the due date/time | The presentation was uploaded on Canvas within 36-48 hours after the due date/time. |

***[Example 4.]* Writing Assignment Rubric (10 points)**

*This rubric is available for import in Canvas. It is titled: Writing (Designed by Melissa Teoh-Fitzgerald and Laurey Steinke)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** **(Points)** | **4** | **3**  | **2**  | **1**  | **0** |
| **Summary****(3 Points)** | N/A | Clearly summarizes the aims and significance of the seminar. | Summary is provided; Significance of the seminar is not well described/ or irrelevant. | Summary is provided, but lacks clarity; Significance of the seminar is not well described or irrelevant | Summary and significance of seminar are not provided or irrelevant. |
| **Criticism****(4 Points)** | The implications of the experimental design, and results for the hypothesis are clearly explained. Strengths and weaknesses that are central to the seminar are addressed. Outside information is integrated to evaluate the design and conclusions. | The implications of the experimental design, and results for the hypothesis are clearly explained. Strengths and weaknesses that are central to the seminar are addressed. Only includes critiques discussed during class with no additional input. | Evaluation of design, results and conclusions is incomplete. Strengths and weaknesses that are peripheral to the seminar are addressed. Only includes critiques discussed during class with no additional input. | Uncritical acceptance of seminar’s' conclusions or baseless objections to them. Strengths and weaknesses are addressed peripherally and weakly. | Little or no mention of the seminar’s intent. Little or no evaluation on strengths and weaknesses of the seminar. |
| **Spelling/****Grammar****(1 Point)** | N/A | N/A | N/A | No or very few spelling or grammatical errors. | Errors on almost every page. |
| **Organization****(2 Points)** | N/A | N/A | Paper is well organized, has a very clear summary, introduction, body and conclusion with the purpose, title and speaker included in the introduction. | Paper is organized, has a summary, introduction, body and conclusion. The purpose of the paper is provided but not clearly described. | Paper is not well organized, has an unclear or non-existent summary, introduction, body and conclusion. The purpose of the paper is unclear or missing. |

***[Example 5.]* Journal Critique Rubric (10 points)**

*This rubric is available for import in Canvas. It is titled: Journal Critique Rubric (Designed by Laurey Steinke)*

| **Journal Critique Rubric (10 points)** |
| --- |
| **Criteria** | **5 points** | **4 points** | **3 points** | **2 Points** | **1 Point** | **0 Points** |
| **Format**(1 point) | N/A | N/A | N/A | N/A | Critique is presented in paragraph format. Each paragraph has an introductory and a concluding sentence, and conveys one point with supporting evidence. Sentences are complete and grammar is correct. There are no misspellings. | Portions of the critique are presented as bullets. Two sentence paragraphs, misspelling and incorrect grammar are present. |
| **Introduction**(1 points) | N/A | N/A | N/A | N/A | Basic framework for the critique is outlined in one or two paragraphs. Overall opinion of the article is stated, along with the full citation for the article. Evidence is not included in these paragraphs. | Citation of the article is not provided, and the first paragraphs immediately descend into detail without an overall viewpoint presented. |
| **Body**(5 points) | The logic in the paragraphs is clear and well ordered. The required components are present from all articles assigned: • Hypothesis is examined for clarity and logic, and the objective of the article is stated. • Experimental design and methods are described. o Does the author detail the methods thoroughly? o Is the study designed without major flaws? o Is there a problem with the sample size? o How was sample size determined? o Was a control group created for comparison? o Are appropriate statistical calculations performed? • Conclusion is summarized and examined to determine if it is supported by the data presented. • Possible future directions are described | All of the appropriate elements are present but the flow and logic of the narrative are not clear. | The critique is missing appropriate elements and extraneous material is presented. | The critique is missing crucial elements, rambles, and does not make a clear point. | The critique is missing crucial elements and it is clear that major elements of the article were not understood correctly. | It is clear that the article was misinterpreted, and there is little to no discussion of the elements listed |
| **Complica-tion**(1 point) | N/A | N/A | N/A | N/A | Article is compared and contrasted to other articles on the same theme but not cited by the article being critiqued or some interesting new point about the article is discussed. | No new ideas or information is presented, or new information is presented in a confusing manner. |
| **Conclusion**(2 points) | N/A | N/A | N/A | Major points are summarized and the implications of the critiqued article for the discipline are discussed. A clear conclusion with an assertive closing sentence is present. | An abbreviated sentence or two with no summary of main points is used to convey the conclusion. | Critique ends abruptly with no summary or clear conclusion. |