

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*:
- Department*:
2. Contact Person*: Phone: (xxx - xxxx) Email:
3. Alpha/Numeric Code (Subject area - number)*: -
4. Proposed title*:
Proposed effective term*: (e.g. 201140 for 2011 Fall)
5. Is the course cross-listed with another academic unit? Yes No
- Approval of other academic unit (signature and title)
- Is the course offered at more than one level? Yes No
- If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).
6. Credit hours*: Fixed: or Variable:
- to
7. Delivery Mode:
- | | Primary* | Secondary | Tertiary |
|---------------------------|--------------------------------------|---|---|
| a. Activity Type * | <input type="text" value="Seminar"/> | <input type="text" value="--SelectType--"/> | <input type="text" value="--SelectType--"/> |
| b. Minimum Credit Hours * | <input type="text" value="2"/> | <input type="text"/> | <input type="text"/> |
| Maximum Credit Hours * | <input type="text" value="2"/> | <input type="text"/> | <input type="text"/> |
| c. Weekly Contact Hours * | <input type="text" value="2"/> | <input type="text"/> | <input type="text"/> |
8. Terms offered: Fall Spring Summer
- Years offered: Every Alternate

Year **Years**

9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit?

No Yes

Maximum Hours

10. Grading System*:
- Normal Grading (A-F, S/U, WP/WF, PR, I)
 - Satisfactory/Unsatisfactory (A-C, less than C)
 - Grade Only (A-F, WP/WF, PR, I)
 - Audit Only
 - No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

none

PIN (Permission From Instructor)

PDP (Permission From Department)

Co-requisites (must be taken **together**):

none

12. Catalog Description* (**75 words Maximum**)

An advanced seminar course which applies evidence based medicine through literature searching, drug literature evaluation skills, and formal writing and presentation skills to complete a written literature summary and patient population based therapeutic recommendation, as well as a verbal presentations such as case presentations, disease state and pharmacotherapy reviews and other topic discussions.

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click [here](#) for the Center's template.

File Type	View File
Syllabus	View
Attachment	View
Attachment	View

14. Comments/Notes:

New PharmD Curriculum. Students may take this course in either the fall or spring semester of their Profession Division 3rd year or P3 year.

15. Rationale:

New PharmD Program was developed to meet new accreditation standards (Standards 2016) set out by the Accreditation Council for Pharmacy Education.

Course Approval:

Department Curriculum Authority:	Mariann D Churchwell	Date	2017/02/14
Department Chairperson:	Diane Cappelletty	Date	2017/02/15
College Curriculum Authority or Chair:	Frederick E. Williams	Date	2017/02/17
College Dean:	Laurie S. Mauro	Date	2017/02/20
Graduate Council:	Constance schall, GC mtg 4/18/17	Date	2017/04/19
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich	Date	2017/05/01
Office of the Provost :		Date	

print

Administrative Use Only

Effective Date:  (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on: 

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:



Drug Information Seminar
The University of Toledo
College of Pharmacy and Pharmaceutical Sciences
Doctor of Pharmacy Program
PHPR 6000

Coordinator: TBD	Class Location: Collier XXXX
Email: TBD	Class Day/Time: xxxx
Office Hours: TBD	xxxx
Office Location: TBD	Lab Location: N/A
Office Phone: TBD	Lab Day/Time: N/A
Term: Fall 2020	Credit Hours: 2

Additional Instructors:

Instructor: TBD
Email: xxxx@utnet.utoledo.edu
Office Hours: To be given later
Office: HEB xxxx
Location:
Office Phone: 419/383-xxxxxx

Instructor: sssss
Email: xxxx@utoledo.edu
Office Hours: To be given later
Office: HEB ssss
Location:
Office Phone: 419/383-sssss

Instructor: xxxxx
Email: xxxxx@utnet.utoledo.edu
Office Hours: To be given later
Office: HEB xxxx
Location:
Office Phone: 419/383-xxxxxx

Instructor: xxxxx
Email: mxxxx@utoledo.edu
Office Hours: To be given later
Office: HEB xxxx
Location:
Office Phone: 419/383-xxxxxx

COURSE/CATALOG DESCRIPTION

An advanced seminar course which applies evidence based medicine through literature searching, drug literature evaluation skills, and formal writing and presentation skills to complete a written literature summary and patient/population based therapeutic recommendation, as well as a verbal presentations such as case presentations, disease state and pharmacotherapy reviews and other topic discussions.

COMMUNICATIONS TO STUDENTS

If necessary, the instructor will send messages to students either by posting messages on *Blackboard* (www.dl.utoledo.edu) or using UT-assigned email addresses. If a student elects to have emails sent to his/her UT address forwarded to a secondary email address, it is his/her responsibility to assure that such emails are properly forwarded.

COURSE GOAL

To enhance students' drug literature searching, summary and evaluation skills while developing formal written and verbal presentations commonly used in pharmacy practices.

PROGRAMMATIC ABILITY BASED OUTCOMES (ABO's)

This course will contribute to the fulfillment of the following programmatic ABO's

1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., **pharmaceutical, social/behavioral/administrative, basic biomedical sciences and clinical sciences**) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and **patient centered care**.

2.1. Patient-centered care (Caregiver) - Provide **patient-centered care** as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

STUDENT LEARNING OUTCOMES (SLOs)

Upon completion of this course, the student will be able to:

1. Search and identify accurate and comprehensive drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions
2. Collect, summarize, analyze and apply information from the biomedical literature to patient-specific, or population-based health needs
 1. Recognize fundamentals of research design and analyze cause-and-effect patterns of health and disease in large populations that advance safe and effective drug use and positive care outcomes within those populations
 2. Evaluate appropriate use of commonly employed statistical tests and the validity of conclusions generated based on the application of those tests
 3. Evaluate research methods and protocol design required to conduct valid and reliable studies to test hypotheses or answer research questions
 4. Analyze the validity and reliability of the results and conclusions of published research studies
 5. Differentiate statistical versus clinical significance
3. Evaluate levels of clinical evidence
4. Utilize effective verbal, non-verbal, and written communication strategies to promote evidence-based pharmacy

1. Accurately answer specific patient-care, drug-related, and/or drug information questions
2. Provide evidence-based therapeutic recommendations for healthcare providers
3. Communicate research and clinical findings to interprofessional and interdisciplinary audiences
4. Accurately answer specific patient-care, drug-related, and/or drug information questions
5. Provide evidence-based therapeutic recommendations to healthcare providers
6. Communicate research and clinical findings to interprofessional and interdisciplinary audiences
7. Critique a professional verbal presentation in order to provide constructive feedback related content, organization and style.

PREREQUISITES AND COREQUISITES

Prerequisite: None

Corequisite: None

REQUIRED TEXTS AND ANCILLARY MATERIALS

Neehr Perfect

TECHNOLOGY REQUIREMENTS

1. Laptop computer or tablet device that allows a student to take online exams that utilize ExamSoft
2. Students will need to have access to *Blackboard* "online" to obtain course notes, readings, and information relative to the course

GRADING

DI Paper - 35%

10% Study Summary Table

25% Paper Grade (< 80% necessitates rewrite)

Verbal Presentation 35%

10% Draft Slides/Outline

25% Verbal presentation grade (non-passing evaluations will necessitate redo)

In Class Participation

20% Peer evaluation grade

10% Participation

.GRADING SCALE USED TO DETERMINE YOUR FINAL GRADE

A course average of 90-100% assures an A

A course average of 80-89% assures a B

A course average of 70-79% assures a C

A course average of 60-69% assures a D

SUGGESTIONS MADE TO HELP STUDENTS BE SUCCESSFUL

ACADEMIC SUPPORT SERVICES AND ACADEMIC HELPFUL HINTS

The University of Toledo is committed to your academic success and offers a wide array of programs and services to ensure success, a few examples of resources available to you are:

Tutoring Services

Tutoring support for all UT students is available through the Learning Enhancement Center located in the Carlson Library. Tutoring Services are offered in an array of subjects, including Writing, Math (Calculus, Statistics, and Accounting) Biology, Chemistry, and Anatomy and Physiology.

The Counseling Center

Transitioning to college and/or maintaining a healthy well being while attending college can be difficult, if you or a friend ever feel overwhelmed adjusting to college or in need of crisis intervention or mental health services please contact the Counseling Center.

Success Coach

As of Fall 2013, all new students were assigned a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to him/her throughout your academic journey! If you need assistance connecting with your Success Coach send an email to successcoach@utoledo.edu.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read "The University's Policy Statement on Nondiscrimination on the Basis of Disability-Americans with Disability Act compliance (Policy Number: 3364-50-03)" available at:

http://www.utoledo.edu/policies/administration/diversity/pdfs/3364_50_03_Nondiscrimination_o.pdf .

Academic Accommodations

With respect to academic accommodations, The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the Student Disability Services Office located at Rocket Hall 1820 (phone: 419/530-4981; email: uofficeofaccessibility@utoledo.edu) as soon as possible for more information and/or to initiate the process for accessing academic accommodations. Students with disabilities receiving accommodations through the Student Disability Services Office are encouraged to discuss these with the faculty so that we may be better informed on how to assist you during the semester.

Students need to notify the course coordinator and pertinent course faculty that they would like to take an exam with accommodations due to a disability at least three full working/business days before the exam day to allow faculty time to make arrangements to meet the accommodation needs of students.

Ex. #1: If the exam is on a Wednesday, the faculty member needs to be notified by the end of the business day of the preceding Thursday (assuming none of the weekdays is a holiday) to allow him/her three full business days to meet accommodations.

Ex. #2: If the exam is on a Wednesday and the preceding Monday is a holiday, the faculty member needs to be notified by the end of the business day of the preceding Wednesday to allow him/her three full business days to meet accommodations.

ACADEMIC POLICIES

Missed Class Policy

This course follows the University of Toledo Missed Class Policy. This policy provides for basic protections and reasonable accommodations for students who miss class with excused absences. Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absences from class: 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees' Policy on Family and Medical Leave], or death in the family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, R.O.T.C. functions, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence that the professor approves.

Students are responsible for complying with the missed class policies of their instructors. Students bear the responsibility of notifying the instructor of a planned absence by one of the methods provided by the instructor. In the event of an emergency or an unavoidably short notice of absence, the student must present the instructor with an approved written excuse upon the student's return to class. Approved written excuses will be at the instructor's discretion, including, but not limited to, doctor's notice, funeral programs, etc. It is **strongly recommended** that the student use two of the three aforementioned methods (email, writing, or voicemail) to insure that the instructor is properly notified of the planned absence.

Students are responsible for all material covered in classes they miss, even when their absences are excused as defined above. Students must make arrangements with instructors to complete missed assignments, labs, examinations or other course requirements. In turn, instructors are not to penalize students with excused absences.

Drop/Withdrawal Information

Students who decide not to attend or stop attending any or all classes for which they have registered must drop or withdrawal from the course(s). Drops and withdrawals can be processed online through the myUT portal (provided there are no holds), and can also be processed in the Office of the Registrar, Mulford Library 114 or at Rocket Solution Central (RSC) located in Rocket Hall, Room 1200. Failure to drop or withdrawal from a course for which a student has stopped attending may result in a grade of "F". Specific drop and withdrawal dates for a term are listed on the University's academic calendar available at:

<http://www.utoledo.edu/offices/provost/calendar/index.html> .

Warning:

Withdrawing from a course(s) will result in a grade of "W", which will appear on your official transcripts. Once a withdrawal is processed, it cannot be rescinded. Based on the date of withdrawal, fees may or may not be adjusted. Since withdrawn courses reduce your enrolled hours, withdrawing from courses may have an adverse effect on financial aid benefits, scholarships, loan deferments, athletic eligibility,

health insurance, veteran's benefits, degree requirements, or other areas. If you are uncertain what effect withdrawing from the course(s) would have, it is recommended that you contact the appropriate department for guidance.

CLASS POLICIES

1. Classes are scheduled to start promptly.
2. All required readings are either out of *required* textbooks or from articles or textbooks that will be made available at University libraries, student resource room files, or on-line. If a student chooses the "photocopying route" of acquiring required readings, the photocopying will be the responsibility of the student.
3. Telephones, pagers, or any other device that makes sound are to be turned off during lecture (or at least be programmed into the "vibrating" mode) AND are NOT to be on or be set to a "vibrating" mode or be used in any capacity during an examination.
4. No pets or children are to be brought to the classroom.
5. Playing of musical instruments is not permitted in the classroom.
6. Students may audiotape lectures; otherwise, no A/V equipment, "smart" phones, "smart" watches, or use of other telephotoing or televideoing devices are to be used during class.
7. For issues pertaining to lecture content, contact the lecturer of the topic. For issues pertaining to grades, tests, lecture schedule, reading assignments, missing a class or test, etc., contact Dr. V. Mauro. Issues pertaining to grading should be brought to the instructor's attention by the end of the second "workday" following the day exams were passed back.
8. Other than the *Examination* dates listed above, class attendance on lecture days, although expected, is not a requirement for the course. If a student is absent from a lecture day, it is his/her responsibility to obtain the material discussed in class on that day as well as obtaining any handouts, information, or announcements presented to the class that day. On examination days, the course abides by The University of Toledo Missed Class Policy.
9. When arriving tardy or leaving early from class, the student should do so in a manner that is not disruptive to the class. If disruptive, the student is placing him/herself at risk of being removed from class on that day and/or barred from class for one or more days in the future.
10. Students are to conduct themselves in a mature, professional manner and obey the principles of the Professional Pledge between students and faculty.
11. During class, only **one** individual is to be talking at any given time.
12. During class, students are to behave in a manner that will not distract others.
13. During class, students are not to be smoking (including using E-cigarettes) or using or expectorating chewing tobacco.
14. Students should refrain from "surfing" the internet because studies have proven that a "surfing" student not only distracts from his/her own learning but that of innocently distracted classmates.

Course Schedule

Week	Meeting Time/Topic Discussion	
1	DI Paper Instructions	
2	Professional Writing for Pharmacists	
3	How to prepare a topic discussion	
4	How to prepare a case presentation	
5	How to critique a verbal presentation / DI Paper due	
6	Example presentations	
7	Student presentations / Critiquing	
8	Student presentations / Critiquing	
9	Student presentations / Critiquing	
10	Student presentations / Critiquing	
11	DI Paper rewriting	
12	DI Paper rewriting / Presentation improvements	
13	Presentation improvements	
14	Presentation improvements	

TIME PRESENTATION STARTED: _____

TIME PRESENTATION STOPPED: _____
(Not Including Q & A)

TIME: _____
(Minutes)

UNIVERSITY OF TOLEDO COLLEGE OF PHARMACY AND PHARMACEUTICAL SCIENCES SEMINAR III PRESENTATION EVALUATION FORM

Presenter: _____

Evaluator: _____

DIRECTIONS: Evaluation is on three pages (front and back). Mark or circle the box which corresponds most closely to the student's performance in the respective areas.
This evaluation is based on the student's performance of his/her seminar presentation.

		RATINGS			
		CATEGORY	<i>Must have at least 6 of 9 categories on this side</i>		
Nonverbal skills (STYLE)	Eye Contact	No eye contact w/ audience; only looks at screen/LCD/notes	Minimal eye contact w/ audience	Consistent use of direct eye contact	Maintains eye contact with entire audience
	Notes	Note cards used		No notes/cards required	
	Screen/LCD	Reads directly from screen/LCD	Regularly reads from screen/LCD	Occasional reading from screen or LCD	Rarely glances at LCD, only uses screen to emphasize point in presentation
	Poise/Composure	Tension/nervousness obvious; has trouble recovering from mistakes	Displays mild tension; has trouble recovering from mistakes	Minor mistakes, but quickly recovers from them; displays little/no tension	Relaxed, self-confident, and no mistakes
	Gestures/Distracting Mannerisms	Distracting mannerisms/hand gestures/movements		Minimal/no distracting mannerisms/hand gestures/movements	
	Verbal skills (STYLE)	Enthusiasm/Vocal Pitch	Shows absolutely no interest in topic presented; absolute monotone	Shows disinterest in topic presented; mostly monotone delivery	Occasionally shows positive feelings about topic; some pitch variance
Articulation/Vocalized Pauses/Pronunciation of Terms (e.g., "Uh...", "Well, um...") or extended sentences (and... and...")		"Vocalized pauses" used continuously throughout presentation or commonly mispronounced words to the point of distractions		Rare or occasional vocalized pauses or minor mispronunciations of terms but not distracting to presentation	
Rate of Speech		Definite tendency for either too fast or slow, such that presentation is difficult to understand or is distracting		Minor rate issues or appropriate rate for audience understanding and attention	
Volume		So poorly heard that the presentation points are lost	Significant difficulty in hearing the presentation	Some difficulty in hearing presentation	Speaker is easily heard
RATINGS					
		CATEGORY	<i>Must have at least 2 of 4 categories on this side</i>		
Visual Aids/ Handout (STYLE)	Slides: Effectiveness	Poorly constructed slides that detract from presentation - too many words, lines, sentences; graphs/tables not described	Many slides ineffective - too wordy, lack of variety (ex. all bullet lists w/no graphs/tables); graphs/tables not described	Too many or too little slides, poor color, font selection or other problems; graphs/tables not always described in talk	Effective slides which enrich the presentation and are easily read; graphs/tables used and described/ explained throughout the talk
	Slides: Spelling/ Grammar/Referencing	Inappropriate number of spelling/ grammatical errors that distract from presentation		Minor spelling/ grammatical errors which do not take away from presentation	
	Handout	Poor, disorganized, or hard to read - should be redone	Handout adds little to presentation; presenter did not refer to or orient viewer to handout when necessary	Handout complemented slides, but presenter did not always reference at appropriate times	Handout enhanced presentation, discussion related to bullets; referred to as appropriate
	References	No references listed on slides or in handout	References listed inappropriately (ex. references used as slide titles)	Occasional reference missing/ inappropriate format in slide/handout	References formatted appropriately throughout slides and handout

		RATINGS			
		CATEGORY	<i>Must have at least 4 of 6 categories on this side</i>		
Content/Organization (CONTENT)	Opening Statement/ Relevance to Audience	No useful introduction to presentation, audience has no idea what the presentation is on	Minimal opening statement with little mention of relevance of topic to audience; purpose of presentation unclear	Introduction present which eludes to relevance of topic to audience or purpose	Effective opening which introduces presentation and states relevance of topic to the audience and purpose of the presentation
	Background/ Introduction	Presentation heavy in introduction/ background material with little time left for studies and application	Introduction/background too superficial or in depth and does not focus on scope of controversy/topic	Introduction/background adequate, but may not fully explain scope of controversy/topic	Introduction/background sufficient in depth and time to educate audience on scope of controversy/topic
	Reason for Selection and Appropriateness of Selected Literature/ Data in Scope of Presentation	No reason for selection of studies for presentation provided; Selected literature does not support theme of presentation.	Reasoning for selection of studies for presentation confusing or superficial; Significant gaps in literature presented or selected literature appeared to represent only one side of issue.	Limited reasoning for selection of studies for presentation provided; Missing some important portion of the literature without stating the limited scope of the presentation	Logical reasoning for selection of studies for presentation provided; Selected literature supported theme of the presentation and was well balanced
	Presentation of Study Methodology/ Endpoints (includes an interpretation of statistics as appropriate)	Studies poorly outlined leading to confusion and/or inappropriate endpoints/ outcomes presented and discussed	Study outline too comprehensive or superficial thus relevant information hard to discern (i.e., too much/little data provided) or not emphasized	Outline of study method/results appropriate; most relevant data and endpoints described	Studies outlined succinctly and thorough and pertinent data, endpoints described
	Ability to Answer Questions	Avoided questions	Attempted to answer question, but answers vaguely	Answered questions appropriately; did not repeat questions for audience (if necessary)	Repeated questions for audience (if necessary) and answered questions appropriately
	Organization/ Presentation Well Planned, Complete/ Coherent	Many points left out; talk was completely disorganized	Majority of points glossed over; insufficient depth; difficult to follow talk due to disorganization	Majority of points covered in depth; some important points may be unclear; some organization issues	Thoroughly explains all points; makes essential points obvious; sequence of information clear
RATINGS					
		CATEGORY	<i>Must have <u>all</u> 3 categories on this side</i>		
Overall Presentation	Critique of Study Conclusions and Limitations	Inappropriate conclusions from presented data and/or no critiques or limitations included	Superficial conclusions and critique regarding study limitations provided (i.e., "small n"; industry funded", etc.) with no explanation of impact on conclusions	Study conclusions could be more thorough; attempted to provide critique with limitations and explanation	Conclusions thorough and appropriate for studies and placed into context with similar literature; thoughtful critique/limitations provided
	Application/ Conclusion (take home message valid and clear)	No application to practice or conclusion presented; just states facts or others viewpoints.	Opinions on application to practice or conclusion presented but not supported by data; Conclusion vague or unclear; Unable to apply data to pharmacy practice	Superficial conclusions or opinions presented with limited reference to support from data; Difficulty applying conclusion to pharmacy practice scenario or does not offer application	Valid conclusion presented which were supported by data and is able to apply to specific pharmacy practice
	Level of Presentation	Too basic or complex for level of audience		Appropriate for level of audience	

IMPORTANT:

Professionalism/Attire: _____ Inappropriate for professional presentation
_____ Appropriate for professional presentation

Additional Comments:

1. Provide comments on *style*:

2. Provide comments on *content*:

DRUG INFORMATION WRITTEN ASSIGNMENT EVALUATION

Name _____ Topic _____ Date _____

LITERATURE SEARCH

- 3 - comprehensive backsearch, 1° literature used extensively
 - 2 - Search for 1° & 2° sources adequate, but could be more in-depth
 - 1 - minimal search, missing numerous 1° references
- _____

CONTENT/ACCURACY

- 4 - very thorough explanation, highly accurate, extensive background
 - 3 - adequate explanation, but some lacking some important data
 - 2 - fair explanation, lacking considerable data, or some inaccuracy
 - 1 - superficial explanation +/- frequent inaccuracies
 - 0 - unsatisfactory - inadequate explanation, numerous inaccuracies
- _____

ORGANIZATION OF MATERIAL

- 2 - logical sequence, good transitions throughout
 - 1 - basically well organized, some parts confusing
 - 0 - unsatisfactory - disorganized presentation of material
- _____

ANALYSIS/INTERPRETATION

- 4 - in-depth analysis, good critique of studies
 - 3 - analysis generally appropriate, but not complete
 - 2 - analysis fair, not complete, minor misinterpretation
 - 1 - analysis partially incorrect, some misinterpretation
 - 0 - unsatisfactory - significant misinterpretation of material
- _____

GRAMMAR/PUNCTUATION/SENTENCE STRUCTURE

- 3 - excellent - none or very few errors
 - 2 - good - some minor errors
 - 1 - fair - a moderate amount of errors
 - 0 - unsatisfactory - many significant errors
- _____

APPEARANCE/NEATNESS

- 2 - none or minimal typing errors
- 1 - moderate typing errors
- 0 - unsatisfactory - not suitable for framing

REFERENCE FORMAT

- 2 - references cited according to required guidelines
- 1 - references in consistent format, but not as above
- 0 - unsatisfactory - format inconsistent or inappropriate

Raw Score

Grading Scale

- 20 - 100%
- 19 - 95%
- 18 - 90%
- 17 - 85%
- 16 - 80%
- less than 16/20 - FAILING - MUST BE REWRITTEN**

% Grade

Table Grade (4)

Total DI Paper Grade (24)
