

UNIVERSITY OF TEXAS AT EL PASO
College of Health Science
Health Science Program
CRN 13638 - HSCI 3304 – Health Perspectives in Aging
Fall 2017
(Last revised: 08-24-2017)

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Office hours: Thursday, 1:30 – 4:00 PM
Class period: Mondays from 9:000 – 11:50
Location: Health Science/School of Nursing Building 206
Teaching assistant: (Pending-TBD)

PURPOSE:

This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without a class discussion and agreement.

COURSE DESCRIPTION:

This course will provide the students with an understanding of the basic concepts of gerontology focused on the biological, behavioral and social sciences. This course is offered as *technologically enhanced* course, meaning that additionally to traditional classroom face-to-face meetings, online-based learning using Blackboard Learning platform may take place during the semester. **Time commitment is essential to complete the course requirements.** You are expected to attend face-to-face classes and complete the remainder of time working with readings from your textbook; furthermore, students must complete with on online materials and assignments. You can access this parts of the course either in or off campus, thus you can work on your own. During classroom sessions the teaching method is based on Problem based learning (PBL), which can include, but not be limited to:

1. Introductory lectures
2. Problem solving group work
3. Student discussions, presentations and exercises
4. Videos and other visual media materials
5. Possible guest lecturers (to be announced)

For some this could be convenient since you can access the course off campus, thus you can work on your own. However, if this is the first time you are considering enrolling in a course that involves online learning, it is recommend that first you visit and review UTEP's Instructional Support Services' "Prospective Online Students" website and complete the "Self Evaluation for Potential Online Students" survey which is also directly available at:

<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp>, before making a decision.

Even though this is a *technology enhanced* course, learning techniques will emphasize a critical thinking approach to learning. With this approach, students will apply the gained knowledge to solve common and practical problems related to the research process. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from the instructor. In contrast, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. **The course is designed to challenge you intellectually, and you may be required to cover additional materials and tasks.** Not necessarily lessons and teachings will come straight out of the textbook. Instead, additional readings and assignments will be used as a springboard for activities and discussions. Additional course material, test, quizzes readings, etc. will be made available through UTEP's Blackboard learning management system. All course materials are testable.

RESTRICTIONS:

There are no restrictions to register for this course except for instructor's authorization. For authorization, send an email with your general information to: gabmejia@utep.edu.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

1. The student will learn the changes that occur with age.
2. The student will understand the needs and desires of mature adults.
3. The student will understand the importance of the topic, as the demographics continue to move towards a higher number of mature adults forming part of society.
4. The student will identify already available online aging/health promotion resources.
5. The student will develop aging/health promotion in-services for future health care professionals.

COURSE REQUIREMENTS:

You will need the following required textbook:

Gerontology for the Health Care Professional
by Regula H. Robnett & Walter Shop
Jones & Bartlett Learning; 3rd or Latest Edition
ISBN: 978-1- 284-03887-3

All chapters will be covered and students will be required to complete read all of them. However, greater emphasis and lecturing will be given to certain chapters. Additionally, students will be required to review all posted materials.

Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period, students will be given the option of freely assembling and joining one until a set deadline. However, if a student does not join a group by the set date, the instructor may assign the student at random to a group. More details on group work can be found in the **Grading Criteria** section.

Additionally, all students are required to:

- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make use of several computer labs on campus.
- Have access to a broadband internet connection with a “speed” that is capable accessing, downloading, playing, etc. several types of programs and files. Follow this URL to tests your system’s speed capability: <http://www.speedtest.net/>
- Be able and have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your “My UTEP” portal at <http://my.utep.edu> and accessing the Blackboard tab that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at <http://admin.utep.edu/Default.aspx?tabid=63402>
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.
- Be able to perform Internet searches, use e-mail, chat, and discussion boards.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.
- Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).

GRADING CRITERIA:

Completion of course will require that the student fulfills the following:

- a) Attendance (see correspondent sections for details).
- b) Completing one main writing assignment and oral presentation on it (see correspondent sections for details):
- c) Online examinations: 2 partial examinations, and 1 final (comprehensive, online).
NOTE: students have the option of being exempt from the final examinations; in such cases the average of the 2 partial examinations will be counted as the score for the final exam.

- d) Quizzes (10) related to book chapter readings
- e) Active participation (Instructor’s prerogative points)
- f) Extra credit assignment (s)

Attendance

The student must comply with at a minimum Of 80% attendance translated as weekly signing of attendance sheet (sign-in sheet). Refer to the attendance criteria on “COURSE POLICIES” section for details.

Online examinations

Two (2) partial examinations and **one** (1) final comprehensive examination will be given for the 2017 Fall’s Semester. Examinations will consist of combination of multiple-choice, true/false and matching columns. The exams are conceptual in nature; they are designed to test your ability to think about the material, not your memory. Each examination is worth **100 points** (2 X 100 = 200). **No** re-scheduling or re-taking of examinations will be allowed without a University approved excuse.

| Examination Schedule | | |
|-----------------------------|-------------|-------------|
| Examination type | Point value | Date |
| First partial examination | 100 | October 12 |
| Second partial examination | 100 | November 30 |
| Final written examination | 100 | Dec. 14 |
| Total | | 300 |

Examination will consist of combination of multiple choice, matching, fill-in-the-blank, short answer, and essay questions. The exams can also be conceptual in nature. They are designed to test your ability to think about the material, not your memory.

Group project writing and presentation assignment:

Literature Review Report Paper

For this project, you and your colleagues will be writing a short *literature review* report paper, which will be worth 0-100 points. You will present your results two ways: as a written report and in-class presentation. Refer to “Writing Assignment #1: Literature Review” section for further instructions, deadlines, and scoring rubric.

Oral presentation

Additionally, each team will be required to deliver a 15-20 minute oral presentation on their project:

- a. Presentations dates will be set by the instructor according to the number of groups. Presentations can be scheduled at any class day during the month of November. However, if a group feels prepared and the writing assignment has been finished, they may opt to present when ready.
- b. The total amount of possible points for oral presentation is 100 points.

- c. Presentation score considers two types of scoring: group and individual. The total score points are the sum of these. Check for the parameters and values to be considered for scoring oral presentations in the “Oral/visual Scoring section.

Quizzes

Ten quizzes will be scheduled during some course weeks, and worth 0-10 points each, thus you can obtain from 0-100. All quizzes and will be available through Blackboard® Learn platform on the scheduled dates (see Course Calendar).

Students must complete a quiz before each lecture to ensure students read the materials beforehand. The assessment will be related to textbook readings and reviews of other resources. These assessment might include quizzes, reviewing students’ writing in chat rooms, e-mail messages, and on discussion boards; portfolios, self-tests, peer assessments, and weekly unit questions. You will usually be given a limited time (20 minutes) to complete them depending on the number and type of questions. Scores will be automatically posted on Blackboard® Learn Grade Center once graded. **No** re-scheduling or re-taking of quizzes and other assessments will be allowed without a University approved excuse.

Instructor Prerogative (IP) and Extra-credit Points

A maximum of 25 IP extra points can be awarded based on class preparation, class participation, and professional behavior (e.g., attitude and teamwork) throughout the semester **at the instructor’s discretion**. A student can be awarded additional extra points for turning in correct and complete assignments. The amount of extra points to be awarded will be notified by the instructor once the assignment is given.

Active participation

Students are encouraged to actively participate in the learning process. This includes attentive listening when meeting face-to-face. A second component of active participation is asking questions for clarification of confusing information and expressing opinions. Participation in online discussions, chats, and forums will be scored according to set criteria. Please refer to “Participation Rubric” section for details.

Final grading

The total that can be earned taking on account the three examinations and group project in this course is greater than **600 points**:

| Type | Point value |
|---------------------------------------|--------------|
| Midterm online examination | 0-100 |
| Second term online examination | 0-100 |
| Final online examination | 0-100 |
| Assessments (10) | 0-100 |
| Group project (report & presentation) | 0-200 |
| Extra credit; IP points | 0 – 30 (max) |
| Total | 0 - >600 |

The translation of points earned to a letter grade is defined as follows:

| | |
|-----------------------------------|----------|
| 541 points and above | A |
| 481 – 540 | B |
| 421 – 480 | C |
| 361 – 420 | D |
| 360 or less | F |

Student progress

Grades will be available through Blackboard’s Grade Center; feedback from the instructor be sent by e-mail.

Group work

Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. The maximum number of members allowed will be determined in the first day of class. Blackboard’s group sign-in section is set to not allow joining freely or going over this number; groups can be of less than the set number members, or students can elect to work individually.

Although group work should be equally distributed, each will appoint a “Group Leader” who will be the liaison between the group and other groups and the instructor; another student (secretary) should be appointed for the responsibility of submitting group work and assessment. When completing a group assessment, the score will be the same for all members; however, at the end of the course, each group member can complete a “group-peer evaluation” in which students will evaluate, and rank member’s participation to receive proper merit in the form of extra credit points

COURSE POLICIES

Attendance

Attendance is an important component of this course since information not contained in the textbook will be presented during class through lectures and discussions. So:

- Attend all classes and be punctual.
- You are expected to personally sign the attendance sheet at the beginning of each class. Responsibility for doing so is solely of the student. Not signing-in equals being absent.
- Avoid being late to class; students are discouraged from coming to class late or leaving early since this is disruptive to the instructor and more importantly to classmates. If you are late, please sign in after class. However, it will have an your grade; being late is arriving 30 minutes pass the start of the lecture; two (2) late sign/ins is equal to one (1) absence, and will also affect the possibility of being awarded IP points. Leaving class early without previous permission or notification will count the same as being late and subject to point deductions.

- Absences will affect your final score/grade. You required at least an 80% attendance (12 out of 15), including the first and last weeks of class. Furthermore, for each absence you will be deducted approximately 33% of a grade (20 points). You are allowed three excused absences; a fourth absence means that there is the risk of being dropped from the course at any time and regardless of your current performance, even if it occurs in the final week of class. Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).

Communication and Feedback Plan

This section includes how you and your students are expected to communicate during the course. When can students expect feedback from you? (I.e. within 24-48 hours) What tools can they use to contact you? UTEP email is the preferred method; send all emails to gabmejia@utep.edu. Additionally, emails can be sent to the courses' appointed teaching assistant at echaib@miners.utep.edu. Occasionally, a Skype® session can be scheduled – if set up with previous time. Your instructors Skype® ID is gabboim61. If the student can attend the University's main campus, a meeting can always be schedule during instructor's office hours. Additionally, there it the option to communicate with your instructor through Facebook® (look up as Gabriel Mejia), or Twitter® (Gabriel Ibarra or @gabbomejia); however this is voluntary since you will be sharing some personal information.

Class disruptions

The use of cell phones (even for text messaging), headphones in any manner, is **prohibited** during class. Laptop computers can be used if needed for in-class assignments. Students who are continuously talking during lectures are showing disrespect for their classmates who are serious about learning. In such case, students will be asked to leave the lecture and will only be invited to return at the discretion of the instructor and will be considered absent for the day.

Active participation

Students are encouraged to actively participate in the learning process. This includes attentive listening. A second component of active participation is asking questions for clarification of confusing information and expressing opinions. You can also make use of email, chat, or online discussion groups for these purposes.

Policy on examinations

Quizzes and exams will be accessible online using Blackboard platform and will be available on the scheduled day. You may access it at any time; however, once you begin the exam you will have a time limit to complete it. You will not be able to start the exam, stop, and then re-start again. You will have a maximum of 20-40 minutes to complete quizzes depending on the number and type of questions, and 3 hours to complete the midterm and final examinations.

Missed quizzes and examinations: Extensions and re-opening quizzes will be granted only if proven Blackboard failure occurs. There is NO re-scheduling of missed quizzes, so please do not ask to re-open them for you. If a student misses the midterm or final examination, a make-up exam may be re-scheduled only if the student has informed the instructor of the absence prior to the beginning of the examination, and only if the absence is approved by the instructor. All re-take exams have a point deduction penalty of 20% of the value of the exam, which will not allow the student to score higher than 80% of the value of the assessment. Only in rare instances will a student be excused from the examination. Students that due to a University excused absence missed a quiz will be given the opportunity to complete it at the end of the semester, and before the scheduled date for final examination; however, a similar penalization will be applied also. All other reasons or justifications are not valid for re-taking a quiz. This is not negotiable.

Policy on late assignments

Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every 24 hours an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date.

Notice on dropping the course, withdrawals, and incomplete.

Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at www.utep.edu/calendar or to the Class Schedule to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

Student-initiated Drops

It is the student's responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

Administrative Drops

During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received

through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

Grade Assignment for Drops and Withdrawals

Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the Class Schedule, a grade of "W" will be assigned.
3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of "W" or "F" for each course. A grade of "W" is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of "W" in writing with the necessary supporting documentation.

Incomplete course work

If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Notice of Policy on Scholastic Dishonesty

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion is dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected the UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

American Disabilities Act

If you have or suspect a disability and need accommodations, you should contact the Disabled Student Support Services Office (DSSO) at (915) 747-5148. You can also email the office at: dss@utep.edu or go by Room 106 Union Building East. For additional information, visit the DSSO website at: www.utep.edu/dsso

COURSE ASSISTANCE AND SUPPORT:

Course related: Your instructor is available to assist you online, by phone, and by blackboard email throughout the semester.

Technical support: Click on the “Help” hyperlink in Blackboard platform after logging in to your “My UTEP” portal at <http://my.utep.edu>. Furthermore, The University of Texas at El Paso offers complete technical information and help desk support at: <http://admin.utep.edu/Default.aspx?tabid=63402>

IMPORTANT DATES:

| | |
|--|------------|
| Classes begin | Aug. 28 |
| Labor Day (University Closed) | Sep. 4 |
| Census Day | Sep. 13 |
| Course drop deadline | Nov. 3 |
| Thanksgiving holiday (University closed) | Nov. 23-24 |
| Last day of classes | Dec. 8 |
| Final exams week | Dec 11-15 |

HSCI 3304 – Health Perspectives in Aging COURSE CALENDAR

Note: The course calendar is subject to modification. It is the student’s responsibility to read the scheduled assigned materials before class.

| Week number | Topics | Readings | Activities | Due dates |
|--------------------|---|---------------------------|---|------------------|
| Week 1: | Review Syllabus, Assignments, Book, Blackboard, Quizzes/Exams, Assignments Demographic trends of an aging society; | Syllabus Chapter 1 | Sign up for a group | 8/31 |
| Week 2: | Social gerontology | Chapter 2 | Quiz 1 | 9/7 |
| Week 3: | Physiology and pathology of aging | Chapter 3 | Quiz 2 Deadline to change/drop from group | 9/14 9/15 |
| Week 4: | Cognitive & psychological changes | Chapter 4 | Quiz 3 Upload topic proposal form | 9/21 9/22 |
| Week 5: | Functional performance in later life | Chapters 5 | Quiz 4 | 9/28 |
| Week 6: | Geriatric pharmacotherapy | Chapter 6 | Quiz 5 Upload introduction and methods sections | 10/5 10/6 |
| Week 7: | Nutrition and aging | Chapter 7 | First Mid Term examination (Covered chapters and materials) | 10/12 |
| Week 8: | Oral perspective on healthy aging and prevention | Chapter 8 | Quiz 6 Upload literature review section | 10/19 |
| Week 9: | Sexuality and aging | Chapter 9 | Quiz 7 | 10/26 |
| Week 10: | Living options and continuum of care | Chapter 10 | Quiz 8 Upload report | 11/2 11/5 |
| Week 11: | Policy and ethical issues; Project presentations | Chapter 11 | Quiz 9 | 11/9 |
| Week 12: | Health literacy and communication; Project presentations | Chapter 12 | Quiz 10 | 11/16 |
| Week 13: | THANKSGIVING DAY | | | |
| Week 14 | Future concerns in an aging society; Project presentations | Chapter 13 | Second Term examination (Covered chapters and materials) | 11/30 |
| Week 15: | Project presentations | | | 12/7 |
| Week 16: | FINAL ONLINE EXAM (Comprehensive) | | | 12/14 |

**HSCI 3304 – Health Perspectives in Aging
Fall 2017**

Literature Review Project Topic Proposal

Instructions: Fill out the form and submit it by uploading it into the appropriate assignment section in Blackboard Learn platform. Use additional pages as necessary.

Group number:

Group members:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Proposed aging/healthy aging-related topic:

Question or issue to be explored:

Is this question/issues already been researched before? Yes _____ No _____

Does it go beyond what is already covered in class? Yes _____ No _____

If answer is “NO” then the topic selection is unacceptable. If answer is “YES”, explain how it goes beyond what is already covered in class: _____

What Healthy people 2020 Aging/Healthy Aging objectives are addressed in the project?

What is the importance/relevance/relationship to the health of the US-Mexico border region populations?

Proposed outline:

Literature Review Report Paper Guide

Purpose: The purpose performing this activity is to give the student a chance to read some of the latest research on a topic of interest in the area of healthy aging, focusing on increasing healthspan and optimal longevity . Students will be required to critically analyze the content of research articles, analyze, and synthesize to propose an evidence base intervention which will aid in maintaining an optimal healthspan. Consequently, this information will allow students to become more aware of what is currently happening in the field, and allow them to use the knowledge about research design in this area.

Procedure:

The student will be required to search and select 12 articles for review from resources available at UTEP's library. Articles should have been published after 2010.

○ UTEP's LIBRARY RESOURCES:

● Health Promotion Libguide:

<http://libguides.utep.edu/healthpromotion>

1. Students will work in teams to be designated during the first class meeting (See Group Work section for details). The number of member per group will be announced at the beginning of the course. Once groups are assigned, the method of communicating should be decided among them. Each group will be given a chat room and whiteboard in Blackboard to enhance communication.
2. The team must prepare a report and presentation about a topic exemplifying topics related to the aging process, applicable as much as possible to local – El Paso – region, then focus on proposing an evidence-based intervention that promotes increasing healthspan and optimal longevity.
3. The project must be based on a literature review about the selected or assigned topic from peer reviewed professional journals. No Wikipedia please. Based on the research, each team must prepare an electronic report to be delivered at the time of presentation.
4. The student or group must then select a topic that addresses Older Adults' Healthy People 2020 objectives: available at:
(<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=31>)
5. Conduct a brainstorming session and select an appropriate and narrow enough topic to be researched.
 - a. Develop a research question to be explored and answered.
 - b. Fill out and upload the proposal form by 9/22 at midnight.
 - c. After selecting and submitting a research topic, each group must conduct a literature review using at least 12 sources from peer reviewed professional journals, from resources available at UTEP's library. Articles should have been published after 2012. *You may reference other historical materials*

and information from recognized organization's websites. However, there are additional and do not count towards the 12 mandatory peer reviewed professional journal references.

6. Write an original report paper on your findings. Paper should be at least 14 pages in length – not including reference and appendices sections; Time New Roman font, size 12, double-spaced. The report must contain the following sections:
 - a. Cover page (1 page)
 - b. Structured summary or abstract (250 words; 1 page)
 - c. Introduction (2 pages; include addressed Healthy People 2020 objectives here).
 - d. Methodology for literature search and selection of references (1 page)
 - e. Literature review (or body, must include subsections; 5 pages)
 - f. Proposed intervention for increasing healthspan and optimal longevity (2 pages)
 - g. Conclusions (2 pages)
 - i. Overall conclusion
 - ii. Conclusions regarding relationship to selected Healthy People 2020 objectives
 - iii. Conclusions regarding association/relationship & applicability to US-Mexico border
 - h. References (as many as needed)
 - i. Appendices (if required)
7. Use APA format style to write the paper and cite your references.
8. If you include pictures, it is highly recommended that picture quality is sufficient to provide the relevant information.
9. Scoring: Review the “Literature Review Scoring Rubric” for grading scheme.

All final reports will be submitted into SafeAssign® for evaluation of potential plagiarism. Instructions for uploading will be posted and emailed.

1. Turn in **electronic version** of your final report 24 hours before scheduled date & time of presentation). A **printed hard copy is due at the time of presentation,** and must be handed in to instructor.
2. The potential amount of points for the report is 100. Review the scoring scheme in total score points are the sum of these. Check for the parameters and values to be considered for the literature review rubric and the scoring oral/visual presentation scoring criteria in the last pages of the syllabus

Oral presentation

Additionally, each team will be required to deliver a **20 minute oral presentation** on their project report during the duration of the course:

- a. Presentation dates will be scheduled by your instructor according to the number of groups. However, if a group feels prepared, they may opt to present at an earlier date. The presentation can be scheduled to be held at any date after November 7th.

- b. The total amount of possible points for oral presentation is 100 points.
- c. Presentation score considers two types of scoring: group and individual. The total score points are the sum of these. Check for the parameters and values to be considered for scoring oral presentations in the “**Scoring considerations for visual presentations**” section in the last pages of the syllabus.

Literature Review Report Scoring Criteria

Report title: _____

Group: _____

Date of presentation: _____ Report submitted on: _____

| Activity | Potential points | Awarded |
|---|------------------|---|
| Selected topic proposal form submitted at/before deadline | 0-10 | |
| Draft of introduction and methods sections submitted at/before deadline | 0-10 | |
| Draft of literature review section submitted at/before deadline | 0-10 | |
| Final written report submitted on day of presentation | Yes/No | 10% deduction for each 24 hours late |
| SafeAssign® match score | _____ % | Match scores greater than 15% will be reviewed for plagiarism and may be returned for correction before grading |
| APA style formatting | Yes/No | Non-compliant reports will be returned for correction before grading |
| Report (from rubric) | 0-70 | |
| Total | 100 | |

Total possible score points for project report: 100 points

Literature Review Scoring Rubric

The following rubric will be used to assess your literature review. To calculate your score, multiply the total percentage score by 100 (the total points possible), then divide by 70.

| | Rating | | | | Score (%) |
|-------------------------------|--|---|---|--|-----------|
| | 10 | 7 | 5 | 0 | |
| ASSIGNMENT BASICS | | | | | |
| Cover Page | Includes specific and informative title, author(s), course and date. | Omits one of previous | Omits two of previous | Omits three of previous | |
| Length | Adheres to 10 page minimum criteria. | Does not meet 10 page criteria by ½ page or less. | Does not meet 10 page criteria by ½ to 1 page. | Does not meet 10 page criteria by more than 1 page. | |
| Format | Font, spacing, and APA format are correct. Complies with Safe Assign index requirement | Font and spacing, font and APA, or spacing and APA are correct. Complies with Safe Assign index requirement | Font, spacing, or APA format is correct. Complies with Safe Assign index requirement | Font, spacing, and APA format are incorrect. Does not comply with Safe Assign index requirement | |
| Grammar | There are 2 or less grammatical errors. | There are 3-4 grammatical errors. | There are 4-5 grammatical errors. | There are 6 or more grammatical errors. | |
| REVIEW | | | | | |
| Abstract | An accurate and concise description of the research project. Overviews the methods, findings, and implications. | The abstract is a concise description of the research project, but is lacking in one of these areas: methods, findings, implications. | The abstract is relatively concise but not a good reflection of the research project and is lacking in more than one of these areas: methods, findings, implications. | The abstract is a poor reflection of the research project and/or is excessively wordy. | |
| Introduction | Sufficient background and how it relates to the proposed topic is provided. The purpose(s) is/are explained early on. | Good background information and how it relates to proposed topic. The purpose of the paper is clear. | Limited background information and purpose of the study is provided or the author is vague on the purpose of the paper. | Insufficient background information. Author is vague on the purpose of the paper. | |
| Methodology | Fully describes all details & steps for searching and selecting sources. | Describes in general the steps for searching and selecting sources. | Describes some steps for searching and selecting sources. | Makes no description or steps for searching and selecting sources. | |
| Literature review | Exceptional integration and synthesis of the literature. | Generally, the literature is integrated and well synthesized. | Very little integration and/or synthesis, which impedes flow of the paper. | The literature review is annotated with almost not synthesis or integration. | |
| Conclusions | Detailed conclusions are reached from the evidence offered. | Conclusions are reached from the evidence offered. | There is some indication of conclusions from evidence offered. | No conclusions are made from the evidence offered. | |
| References | Information is gathered from at least 12 current peer reviewed journal articles. Information is cited properly and in APA format. | Information is gathered from at least 10 current peer reviewed journal articles. Information is cited properly. | Information is gathered from at least 8 current peer reviewed journal articles. Information is cited, but has errors. | Information is gathered from <8 or less current peer reviewed journal articles. Information is not cited or is cited incorrectly. | |
| TOTAL PERCENTAGE SCORE | | | | | |

Oral/visual presentation scoring criteria

Group score (70 points total):

| Parameter | Measure | Points |
|-----------|---|--------|
| Subject | Was the thesis statement clearly stated, was the subject appropriate, manageable, etc.? | 0 - 10 |
| Purpose | Was the purpose or the presentation evident? (Informative, persuasive, entertaining) | 0 - 10 |
| Audience | Was the audience considered? (Size, knowledge level, attitudes, demographics, etc.) | 0 - 10 |
| Materials | Does it appear that appropriate research was done for the presentation? Was the design of visual materials appropriate? | 0 - 20 |
| Outline | Was the presentation well organized and easy to follow? Was there a clear and effective introduction and conclusion? | 0 - 20 |

Individual score (30 points total):

| Parameter | Measure | Points |
|------------------|--|--------|
| Practice | Did the presenter seem well prepared? | 0 - 10 |
| Speaking ability | Addressing the audience, use of visual materials, use of notes, | 0 - 10 |
| Overall | Dress code, overall impression of the presentation, voice and tone, posture, eye contact | 0 - 10 |

| Name | Practice | Speaking ability | Overall | Total individual | Plus group | Final |
|------|----------|------------------|---------|------------------|------------|-------|
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Total possible score points for visual presentation: 100 points