



UNIVERSITY of MARYLAND  
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS  
Department of Rehabilitation

## Course Syllabus RECN 710: Masters Seminar

### General Information

---

|                     |   |  |
|---------------------|---|--|
| Program             | : | <b>Master of Science Rehabilitation Counseling</b> |
| Academic Term       | : | <b>Spring 2023</b>                                 |
| Course Codification | : | <b>RECN 710</b>                                    |
| Course Title        | : | <b>Master's Seminar</b>                            |
| Credit Hours        | : | <b>3 (45 contact hours)</b>                        |
| Learning Modality   | : |  |
| Class Time          | : |  |
| Class Location      | : |  |
| Instructor          | : |  |
| Email               | : |  |
| Phone               | : |  |
| Office Location     | : |  |
| Office Hours        | : |  |
| Program Assistant   | : |  |
| Email               | : |  |
| Phone               | : |  |

### Course Description

---

The Master's Seminar course provides basic information about the structure and professional practice of rehabilitation counseling as a specialty practice of the profession of counseling. Included in our course content will be discussions covering rehabilitation history, credentialing structures, disability policy and laws, and a conceptual paradigm to undergird its professional practices. Students will gain a deeper understanding of the lives of persons with disabilities by focusing on hierarchically arranged contexts in their lives, moving from individual to family and intimate relationships, to the disability community, and finally to disability in the global context. The course will cover the functions of rehabilitation counseling: assessment, counseling, case management, advocacy, and career development. Finally, the competencies necessary for professional practice will be reviewed (e.g., ethics, ethical decision-making, and cultural competency). Evidence-based practices and broader issues of research utilization, use of current technology, and clinical supervision will be emphasized as forces for innovation and competent practice. The use of lectures, quizzes, demonstrations, student presentations, and small group work will facilitate this course's functional and applied focus.

**Add/Drop**

---

| Process                    | Last day                   |
|----------------------------|----------------------------|
| Add/drop period ends       | February 6, 2023 (5:00 pm) |
| Withdrawal period ends (W) | April 14, 2023 (5:00 pm)   |
| Withdrawal (All classes)   | May 12, 2022 (5:00 pm)     |

See Academic Calendar Spring [2023](#) for further important dates and deadlines.

**University Support Services**

---

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

**Course Objectives and Key Performance Indicators**

---

**KPI4:** Graduates will learn the theories of career development and its practical applications related to professional and rehabilitation counseling, job search skills that promote competitive job results based on choice, and the needs of the employer and the market.

**KPI-11:** Graduates will be able to understand and apply professional and ethical behaviors to work collaboratively with individuals with disabilities, their support systems, and their environment, promoting goals achievements in personal, social, psychological, and vocational areas.

| Course Objectives   | CACREP Standard | Assessment                           |
|---|-----------------|--------------------------------------|
| 1. Identify the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. | 2F-1b           | Examination<br><br>Team presentation |
| 1. Identify the counselor’s role and responsibilities as member of interdisciplinary community outreach and emergency management response teams.  | 2F-1c           | Examination<br><br>Team presentation |
| 2. List professional counseling organizations, including membership benefits, activities, services to members, and current issues.  | 2F-1f           | Team presentation                    |
| 3. Explain professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.  | 2F-1g           |                                      |

| <b>Course Objectives</b>   | <b>CACREP Standard</b>   | <b>Assessment</b>   |
|--|--|---|
| 4. Examine current labor market information relevant to opportunities for practice within the counseling profession.   | 2F-1h  |   |
| 5. Identify strategies for personal and professional self-evaluation and implications for practice.  | 2F-1k  |   |
| 6. Apply self-care strategies appropriate to the counselor role.   | 2F-1l  |   |
| 7. Distinguish suicide prevention models and strategies.   | 2F-5l  | Class discussion  |
| 8. Recognize crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.  | 2F-5m  | Class discussion  |
| 9. Develop awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation | 5H-2g  | Class discussion  |
| 10. Explain the impact of disability on human sexuality.   | 5H-2h  | Class discussion  |
| 11. Identify administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping.  | 5H-2r  |   |
| 12. Synthesize knowledge of the rehabilitation counseling profession gained through prior course work, practical experiences and current readings  | CACREP Standards II.A, II.B, II.C<br>CACREP Standard: Section II, G.11 | Team Presentation   |
| 13. Gather information and gain social/historical understanding regarding disability policies and laws, service delivery models, credentialing and other important aspects of rehabilitation practice.     | CACREP Standard II.D<br>CACREP Standard II.E                           | Professional Conference Proposal                              |
| 14. Critically evaluate empirical research related to rehabilitation counseling and related fields.  | CACREP Standard: Section II, G.7:                                      | Professional Conference Proposal<br>Internet research project |
| 15. Gain understanding of the structure and professional practice of rehabilitation counseling.  | CACREP Standards II.A, II.B, II.C                                      | <b>Examination</b>  |

| <b>Course Objectives</b>  | <b>CACREP Standard</b>                                    | <b>Assessment</b>                  |
|---|---|------------------------------------|
| 16. Demonstrate the requisite presentation and facilitation of skills of practicing rehabilitation counselors         | CACREP Standard II.<br>CACREP Standard II.H               | Team presentation                  |
| 17. Articulate their personal philosophy of rehabilitation counseling and methods of practice                         | CACREP Standard II.I<br>CACREP Standard: Section II, G.8  | Professional conference Assignment |
| 18. Articulate their attitudes and beliefs about self and others in relation to the rehabilitation counseling process | CACREP Standard II.H<br>CACREP Standard: Section II, G.10 | Class Discussion                   |
| 19. Identify and discuss technologies and resources that facilitate the work of rehabilitation counselors             | CACREP Standard: Section II, G.10:                        | <b>Examinations</b>                |

## Resources

|                            |   |
|----------------------------|---|
| <b>Required textbook</b>   | Tarvydas, V. M., & Hartley, M. T. (Eds.). (2017). The professional practice of rehabilitation counseling (2nd ed.). New York, NY: Springer Publishing.<br><br>ISBN: 978-0-8261-3892-7 (Print) / 978-0-8261-3893-4(eBook)<br>DOI:10.1891/9780826138934 |
| <b>Complimentary texts</b> | <b>Other readings will be assigned as needed.</b>   |

## Evaluation strategies

- 1. Internet Resource Project - 90 points.** Students will create an Internet Counseling Resource Guide. The guide will serve as a resource for using internet sources in the practice of professional counseling. The guide will be directed toward each students’ interest area in counseling; i.e. rehabilitation, school counseling, drug & alcohol counseling, mental health counseling, career counseling, etc.

The guide should be structured as such:

- A brief introduction
- A paragraph or two describing your interest area and why you are interested in this area of counseling

- A section on each topic that relates to your interest area (at least 3 sections) (i.e. School Counseling interest area [section (1) on adolescents, section (2) on anorexia, section (3) on depression])
- Each section will include a brief one paragraph introduction to the section, at least 7 websites that pertain to that section, and a brief two sentence description of each site.
- A one to two paragraph conclusion describing how you will use the internet as a professional counselor, clinical counselor or rehabilitation counselor in this interest area.

This project should be approximately five pages long and no longer than 8 pages. Remember that the goal is to create an Internet Counseling Resource Guide that you can add to throughout your career as a professional counselor. The final product should be a 5-8-page guide, with a title page, and working website URL links. The Project will be submitted via Canvas.

- 2. Team Presentations – 100 points.** The class will be divided into groups and each group will present for 40-50 minutes on a chosen chapter from the course assigned textbook. You may use any materials, handouts, electronic equipment, etc. that you wish in order to enhance your presentation. Presentations will be evaluated by both your peers and the instructor. The topic for the presentation will be discussed in class and will be assigned by the instructor.
- 3. Examinations – 300 points (100x3) 100 points each.** Three (3) examinations given on the dates specified in the course outline; 100 points possible on each exam; exam content will cover material from assigned readings and class lectures since the previous exam [including related medical terminology from the readings.]
- 4. Professional Conference Proposal Assignment – 80 points.** Students will select a professional counseling organization (e.g., NAMRC, NCRE, ACA, MDrehab conference) to submit a proposal to as a potential presenter in the Spring or Summer of 2023, or Fall of 2023. Students should follow proposal submission guidelines as outlined on the professional counseling website. A sample proposal will be provided in Canvas.
- 5. Class participation (30 points).** Students are expected to participate in class to earn full points. Please respond to questions and contribute by responding to the instructor and your classmates. Responses should be respectful and reflect critical thinking, connections, uniqueness, timeliness, and stylistics.

**NOTE:** Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

**Grading scale: The academic achievement of a student for this course is rated as follows:**

| Letter Grade | Points  | Average  | Performance Level              |
|--------------|---------|----------|--------------------------------|
| A            | 450-500 | 90-100   | Exceed expectations            |
| B            | 400-449 | 80-89    | Meet expectations              |
| C            | 350-399 | 70-79    | Need a remediation plan        |
| D            | 349-300 | 60-69    | Does not meet the expectations |
| F            | 0-299   | below 60 |                                |

**Late submissions:** Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

### **Policies and Norms**

---

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance ( <https://wwwcp.umes.edu/oie/> ), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 ( <https://wwwcp.umes.edu/oie/about-the-office/> ). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** The University of Maryland Eastern Shore (UMES) and its faculty are committed to creating a safe learning environment for all students. In compliance with Title IX, any form of sex discrimination (including sexual harassment, sexual assault, dating or domestic violence, or stalking) is prohibited. Retaliation for asserting claims of sex discrimination is also prohibited under UMES policies and Title IX. If you experience discrimination, you are encouraged to report the incident to the UMES Office of Institutional Equity and Compliance (OIE). You can do so by calling 410-651-6135, emailing [titleIX@umes.edu](mailto:titleIX@umes.edu), or visiting the Early Childhood Research Center, Suite 1129. The OIE offers Supportive Measures to students who have experienced sexual misconduct regardless of whether or not an individual chooses to disclose their experience. Supportive Measures could include assistance to students with academics, housing, or other resources.

Please be aware that faculty members are "Responsible Employees" and required to report information about suspected or alleged sex discrimination to the Office of Institutional Equity and Compliance. If OIE receives information about an incident, they will reach out to offer information about resources, rights, and options. If you or another student you know would like to speak to a confidential resource who is not required to report, please contact the Counseling Center at 410-651-6449. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- G. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 80% of the work for the midterm grade**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract. <http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

### **Technical Disclaimer**

---

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or

<https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

## COURSE CALENDAR

| DATE  | TOPIC   | READINGS                | ASSIGNMENTS/Activities<br>DUE   | Alignment<br>with course<br>objectives and<br>CACREP |
|---|---|-------------------------|---|--|
| Module 1<br><br>Week 1<br><b>Jan 30-Feb 4</b> | <ul style="list-style-type: none"> <li>• Welcome to Class</li> <li>• Review of Syllabus</li> </ul>                  | Chapters 1              | Syllabus Acknowledgement<br>Review PPT<br>Discussion: What is your purpose? |  |
| Module 2<br><b>Feb 6-Feb11</b>                | <ul style="list-style-type: none"> <li>• Professional Competence</li> <li>• Professional Credentialing</li> </ul>   | Chapters 2<br>Chapter 3 |   |  |
| Module 3<br><b>Feb 13-18</b>                  | <ul style="list-style-type: none"> <li>• History and Evolution</li> <li>• Concepts and paradigms</li> </ul>         | Chapter 4<br>Chapter 5  |   |  |
| Module 4<br><b>Feb 20-25</b>                  | <ul style="list-style-type: none"> <li>• Policy and the Law</li> <li>• Persons with Disability</li> </ul>           | Chapter 6<br>Chapter 7  | Exam #1   |  |
| Module 5<br><b>Feb 27-March 4</b>             | <ul style="list-style-type: none"> <li>• Family and Disability</li> <li>• Disability Culture and Studies</li> </ul> | Chapter 8<br>Chapter 9  |   |  |
| Module 6<br><b>March 6- 11</b>                | <ul style="list-style-type: none"> <li>• Disability in a global context</li> </ul>                                  | Chapter 10              | Counselor Resource<br>Assignment  |  |
| Module 7<br><b>March 13-18</b>                | <ul style="list-style-type: none"> <li>• Assessment</li> </ul>  | Chapter 11              |   |  |
| Module 8<br><b>March 20-25</b>                | <ul style="list-style-type: none"> <li>• Spring break</li> </ul>  |                         |   |  |

| DATE                            | TOPIC   | READINGS                 | ASSIGNMENTS/Activities DUE   | Alignment with course objectives and CACREP |
|---------------------------------|---|--------------------------|------------------------------|---|
| Module 9<br><b>March 27-31</b>  | <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Case Management</li> </ul>                             | Chapter 12<br>Chapter 13 |                              |   |
| Module 10<br><b>April 3-7</b>   | <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Career Development</li> </ul>                            | Chapter 14<br>Chapter 15 | <b>Exam II</b>               |   |
| Module 11<br><b>April 10-14</b> | <ul style="list-style-type: none"> <li>• Forensic and Indirect Services</li> </ul>                                    | Chapter 16               |                              |   |
| Module 12<br><b>April 17-21</b> | <ul style="list-style-type: none"> <li>• Ethics and Ethical Decision making</li> <li>• Cultural Competence</li> </ul> | Chapter 17<br>Chapter 18 |                              |   |
| Module 13<br><b>April 24-28</b> | <ul style="list-style-type: none"> <li>• Evidence-based practice</li> <li>• Psychiatric rehabilitation</li> </ul>     | Chapter 19<br>Chapter 20 |                              |   |
| Module 14<br><b>May 1-5</b>     | <ul style="list-style-type: none"> <li>• Technology</li> </ul>  |                          |                              |   |
| Module 15<br><b>April 8-12</b>  |   |                          |                              |   |
| Module 16<br><b>May 15-19</b>   | <ul style="list-style-type: none"> <li>• Final exam</li> </ul>  |                          | <b>Final Exam (Exam III)</b> |   |

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date

**Discussion Board Rubric**

| Required Elements |                      |                    |                   |                 |  |
|-------------------|----------------------|--------------------|-------------------|-----------------|--|
|                   | <b>EXCELLENT (5)</b> | <b>GOOD (4- 3)</b> | <b>FAIR (2-1)</b> | <b>POOR (0)</b> |  |

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| <b>Relevance of Post</b>                      | Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas. Posting integrates assigned content and makes strong connections to practice. | Posting addresses most of the prompt(s) and demonstrates mild understanding of material with well-developed ideas. Posting references assigned content and may not make connections to practice. | Posting fails to address all components of the prompt. Makes short or irrelevant remarks. Posting lacks connection to practice. | No posting.   |  |
|   | <b>EXCELLENT (3)</b>  | <b>GOOD (2)</b>  | <b>FAIR (1)</b>   | <b>POOR (0)</b>   |  |
| <b>Quality of Post</b>                        | Appropriate comments: thoughtful, reflective, and respectful of other's postings.   | Appropriate comments and responds respectfully to other's postings.  | Responds, but with minimum effort. (e.g. "I agree with Bill")   | No posting.   |  |
| <b>Contribution to the Learning Community</b> | Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topic.   | Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.   | Minimum effort is made to participate in learning community as it develops.   | No feedback provided to fellow student(s).                                |  |
|   | <b>EXCELLENT (2)</b>  | <b>GOOD (1)</b>  | <b>FAIR (.5)</b>  | <b>POOR (0)</b>   |  |
| <b>Mechanics</b>                              | Writing is free of grammatical, spelling, or punctuation errors.  | Writing includes less than 5 grammatical, spelling, or punctuation errors.   | Writing includes 4-5 grammatical, spelling, or punctuation errors.  | Writing contains more than 5 grammatical, spelling or punctuation errors. |  |

|  |  |  |  |              |                |
|--|--|--|--|--------------|----------------|
|  |  |  |  | <b>Total</b> | <u>    </u> /5 |
|--|--|--|--|--------------|----------------|

**Rubric for Assignments**

|   | <b>Levels of Achievement</b>   |  |  |  |
|---|--|--|--|--|
| <b>Criteria</b>                                 | <b>Does not demonstrate</b>  | <b>Novice</b>  | <b>Competent</b>   | <b>Proficient</b>  |
| <b>Formatting</b><br><br><b>Weight 33.00%</b>   | <b>0.00 %</b><br><br>There is no structure to the assignment at all  | <b>25.00 %</b><br><br>Demonstrates basic formatting according to paper guidelines  | <b>50.00 %</b><br><br>Formatting meets basic standards with small errors according to paper guidelines   | <b>100.00 %</b><br><br>Formatting follows guidelines   |
| <b>Organization</b><br><br><b>Weight 34.00%</b> | <b>0.00 %</b><br><br>Thoughts are not presented in a logical manner. | <b>25.00 %</b><br><br>Shows some organization with a main argument identified. Questions are answered in a logical sequence. | <b>50.00 %</b><br><br>Thoughts are presented in a logical structure and arguments identified. The answer to each question posed is identified. | <b>100.00 %</b><br><br>Thoughts are structured in a logical manner, supporting arguments provided. |

|                          |                                       |  |                                       |                         |
|--------------------------|---------------------------------------|--|---------------------------------------|-------------------------|
| <b>Grammar</b>           | <b>0.00 %</b>                         | <b>25.00 %</b>   | <b>50.00 %</b>                        | <b>100.00 %</b>         |
| <b>Weight<br/>33.00%</b> | There are serious issues with grammar | Grammar is understandable but contains numerous errors | Grammar is correct with small errors. | Contains 1 or no errors |

**Rubric for Class Presentation**

| Criteria                   | Excellent (4)  | Good (3)   | Fair (2)   | Poor (1)  |
|----------------------------|--|--|--|---|
| Content                    | The presentation demonstrates a comprehensive understanding of the topic, with all key points effectively addressed.   | The presentation provides a solid understanding of the topic, with most key points addressed.  | The presentation includes some relevant information but lacks depth or fails to address certain key points.                        | The presentation lacks coherence and fails to address essential aspects of the topic.   |
| Organization and Structure | The presentation is well-structured, with a clear introduction, logical flow, and smooth transitions between sections.   | The presentation has a clear structure, with an introduction, main points, and appropriate transitions.  | The presentation has a basic structure but lacks smooth transitions or clarity in organization.                                    | The presentation lacks a clear structure, making it difficult to follow.                |
| Delivery and Engagement    | The presenter demonstrates exceptional clarity, confidence, and enthusiasm. They effectively engage the audience through eye contact, gestures, and vocal variation. | The presenter communicates clearly and with confidence. They engage the audience through appropriate eye contact, gestures, and vocal variation. | The presenter communicates adequately, but there may be occasional instances of hesitancy or lack of engagement with the audience. | The presenter's delivery is monotonous, unclear, or lacks engagement with the audience. |

| Criteria                             | Excellent (4)  | Good (3)  | Fair (2)   | Poor (1)  |
|--------------------------------------|--|---|--|---|
| Visual Aids and Supportive Materials | Visual aids (e.g., slides, handouts) are professional, well-designed, and effectively support the presentation. Supplementary materials enhance the content and engage the audience. | Visual aids and supplementary materials are appropriate and supportive of the presentation. They effectively enhance the content and engage the audience. | Visual aids and supplementary materials are used but may lack consistency, clarity, or appropriate relevance to the content. | Visual aids and supplementary materials are absent or distract from the presentation.   |
| Time Management                      | The presentation adheres strictly to the assigned time limit, demonstrating excellent time management skills.  | The presentation stays within the assigned time limit, with minor deviations. Time management is generally effective.                                     | The presentation slightly exceeds the assigned time limit or finishes noticeably early. Time management could be improved.   | The presentation significantly exceeds or falls short of the assigned time limit, indicating poor time management skills.     |
| Overall Presentation Effectiveness   | The presentation is highly engaging, effectively conveys the information, and demonstrates a deep understanding of the topic. It is professional in every aspect.                    | The presentation is engaging, effectively conveys the information, and demonstrates a good understanding of the topic. It is well-presented overall.      | The presentation is somewhat engaging and conveys the information but lacks depth or exhibits minor flaws in delivery.       | The presentation is not engaging, struggles to convey the information, and demonstrates a limited understanding of the topic. |