

# Course Development Document and Guide

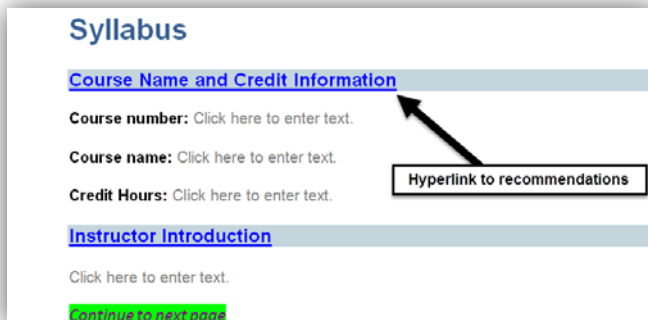
## Background

Online course development consists of three parts—planning and design, development and implementation, and course management. This document intends to provide guidance during planning, development, and implementation of online courses at Trident University.

Instructional design best practices, scholarly literature, and the University's strategic initiatives have informed the embedded recommendations, suggestions, and criteria. Moreover, this document directs Course Developers away from linear course design and toward a relational, integrated model, supporting online learning compliance and industry standards.

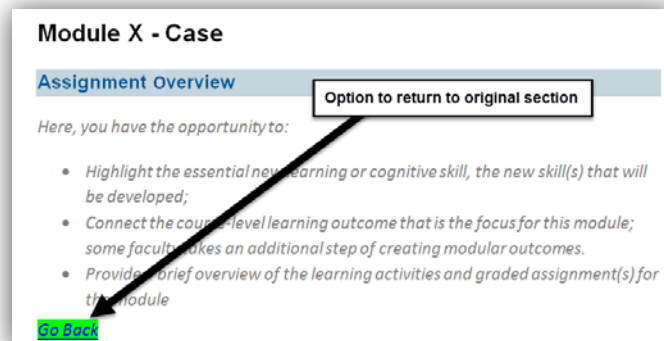
## Instructions

To complete this document, select the header to access recommendations for completing each section.



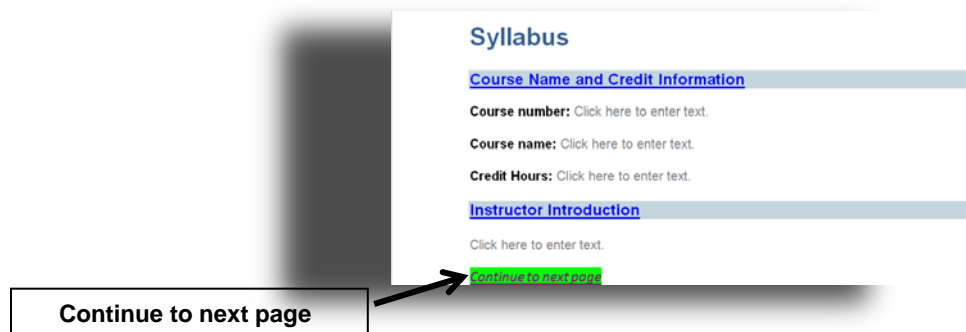
The screenshot shows a form titled "Syllabus". It has two main sections: "Course Name and Credit Information" and "Instructor Introduction". The "Course Name and Credit Information" section contains three fields: "Course number: Click here to enter text.", "Course name: Click here to enter text.", and "Credit Hours: Click here to enter text.". A callout box labeled "Hyperlink to recommendations" points to the "Course Name and Credit Information" header. The "Instructor Introduction" section contains a single field: "Click here to enter text.". At the bottom of the form is a green button labeled "Continue to next page".

The recommendations provide a return or "Go Back" option, which hyperlinks to the original heading in the "fillable" form.



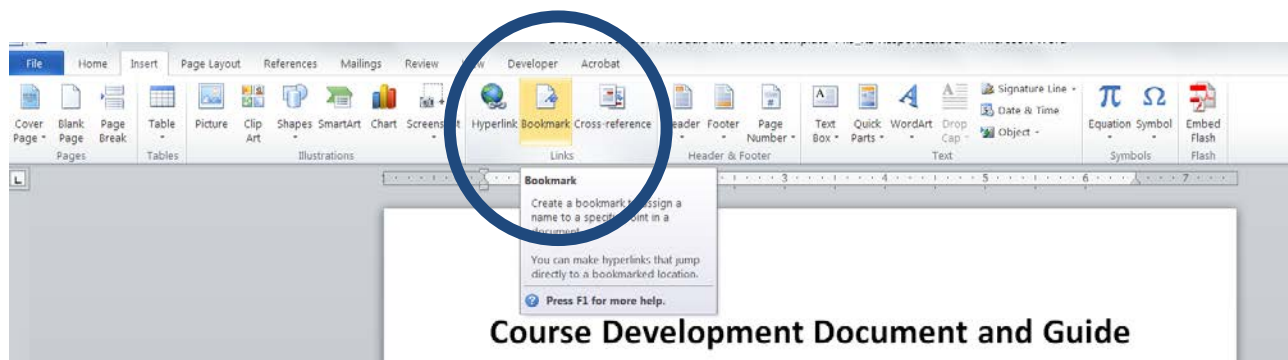
The screenshot shows a form titled "Module X - Case". It has a section titled "Assignment Overview". Below this section is a callout box labeled "Option to return to original section" which points to a "Go Back" button at the bottom of the form. The "Assignment Overview" section contains the text "Here, you have the opportunity to:" followed by a bulleted list of three items: "Highlight the essential new learning or cognitive skill, the new skill(s) that will be developed;", "Connect the course-level learning outcome that is the focus for this module; some faculty makes an additional step of creating modular outcomes.", and "Provide a brief overview of the learning activities and graded assignment(s) for the module".

After completing each section, select “Continue to next page,” or “Continue to next section,” whichever is applicable.



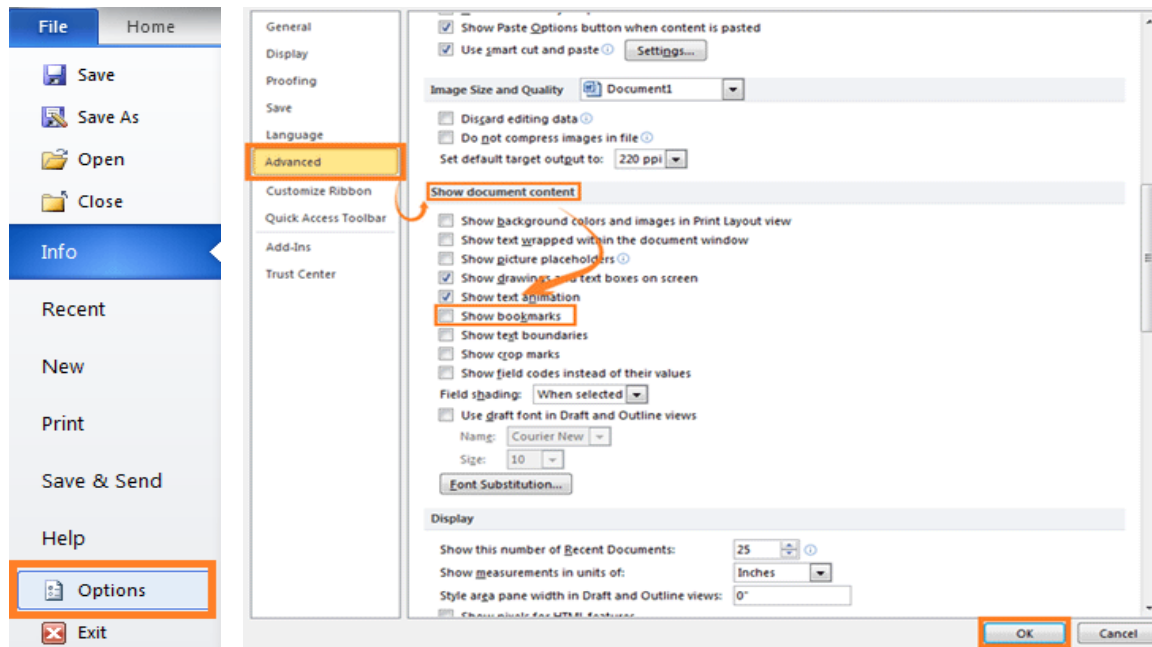
**IMPORTANT:** If the information requested is not applicable for adequate development, enter “n/a” in the text field. This notifies the editors that the Course Developer is intentionally not providing content for that field. If you are unable to complete the form in one sitting, you can insert a bookmark. Here’s how:

1. Select the text or item, or click where you want to insert a bookmark.
2. On the Insert tab, in the Links group, click Bookmark.
3. Under Bookmark name, type or select a name. Bookmark names must begin with a letter and can contain numbers.
4. Click Add.



To retrieve bookmarks, go to file, and select “options”.

Select "Advanced" tab, go to "Show document content", check "Show bookmarks" to show bookmarks in the document and uncheck to hide them. Click OK to save your setting.



Trident's instructional designer, course editors, and academic leadership team would appreciate any feedback from course developers and faculty regarding any updates or changes to this document.

Thank you,

### **Trident's Course Development Team**

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## 4-Module New-Course Template

Today's date:

Course developer:

Session:

Person filling out this form  
(if different from Course Developer):

[Continue to next page](#)



# Syllabus

## Course Name and Credit Information

Course number:

Course name:

Credit hours:

*Continue to next page*

## Course Description

**Choose one:**

☐ Use catalog version of course description.

*OR*

Course description:

**Note:** *Course description changes/revisions require approval from the Curriculum Committee and must match the content in the Catalog.*

Continue to next page

## Significance of the Course within the Program

*Continue to next page*

## Course Overview

*Continue to next page*

## Learning Outcomes

Upon successful completion of this course, the student will be able to achieve the following learning outcomes:

- Module 1
  -
- Module 2
  -
- Module 3
  -
- Module 4
  -

*Continue to next page*

## Outcomes and Assessment Map

Learning Outcome	Assessment

Attach file and list file name below for additional for additional outcomes/assessments:

[Continue to next page](#)

## TurnItIn

*TurnItIn setup:*

*Which module dropboxes use TurnItIn? (Click all that apply.)*

☐ Module 1 Case      ☐ Module 1 SLP

☐ Module 2 Case      ☐ Module 2 SLP

☐ Module 3 Case      ☐ Module 3 SLP

☐ Module 4 Case      ☐ Module 4 SLP

*or*

☐ All Case and SLP assignments in the course

[Continue to next page](#)

## **Presentations/Additional Files**

*If you have any additional files for the course, please list them here and email additional files to [AcademicEditors@trident.edu](mailto:AcademicEditors@trident.edu)*

*Please provide file names and the modules they appear in (e.g., Introduction to Statistics, M2 Case):*

[Continue to next page](#)



## External Tools/Software

*Does this course use external tools or software that run “outside” the TLC system? (For example, Pearson interactive software)*

☐ Yes ☐ No

***If no, continue to next page.***

*If yes, have the tools/software been tested for compatibility with both Windows and MAC operating systems?*

☐ Yes ☐ No

*For assignments that are incompatible with either Windows or MAC, please provide alternate assignment(s) or instructions here:*

[Continue to next page](#)

## **Forum: Introductions and Other Course Info & Discussions**

### **Introduce Yourself**

Please take a few minutes to introduce yourself to your classmates and instructor.

### **Cyber Café**

This Discussion topic provides a space for you to converse and discuss any topics of interest with your classmates.

### **Additional Discussions**

*If you have additional discussions for this forum, please enter them below.*

**Continue to next page**

## Module Titles

Module 1

Module 2

Module 3

Module 4

*Continue to next page*

# Module 1

## Module 1 - Home

### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

- Case
  -
- SLP
  -
- Discussion
  -

### Module 1 Overview

## Module 1 - Background

### Required Reading

### Optional Reading

## Module 1 - Case

### Assignment Overview

## Case Assignment

### Assignment Expectations

## Module 1 - SLP

### SLP Assignment Expectations

## Module 1 Discussion

Discussion 1 title:

Discussion 1 text:

*If this module has a second discussion, use the boxes below:*

Additional Discussion 1 title:

Additional Discussion 1 text:

[Continue to Module 2](#)

## Module 2

### Module 2 - Home

#### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

- Case
  -
- SLP
  -
- Discussion
  -

### Module 2 Overview

### Module 2 - Background

#### Required Reading

#### Optional Reading

### Module 2 - Case

#### Assignment Overview

## Case Assignment

### Assignment Expectations

## Module 2 - SLP

### SLP Assignment Expectations

## Module 2 Discussion

Discussion 2 title:

Discussion 2 text:

*If this module has a second discussion, use the boxes below:*

Additional Discussion 2 title:

Additional Discussion 2 text:

[Continue to Module 3](#)

## Module 3

### Module 3 - Home

#### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

- Case
  -
- SLP
  -
- Discussion
  -

#### Module 3 Overview

### Module 3 - Background

#### Required Reading

#### Optional Reading

### Module 3 - Case



## Assignment Overview

### Case Assignment

### Assignment Expectations

### Module 3 - SLP

### SLP Assignment Expectations

### Module 3 Discussion

Discussion 3 title:

Discussion 3 text:

*If this module has a second discussion, use the boxes below:*

Additional Discussion 3 title:

Additional Discussion 3 text:

[Continue to Module 4](#)

## Module 4

### Module 4 - Home

#### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

- Case
  -
- SLP
  -
- Discussion
  -

#### Module 4 Overview

### Module 4 - Background

#### Required Reading

#### Optional Reading

### Module 4 - Case

## Assignment Overview

### Case Assignment

### Assignment Expectations

### Module 4 - SLP

### SLP Assignment Expectations

### Module 4 Discussion

Discussion 4 title:

Discussion 4 text:

*If this module has a second discussion, use the boxes below:*

Additional Discussion 4 title:

Additional Discussion 4 text:

### **Module 4 Reflective Discussion (Required)**

Discussion title:

Discussion text:

[Continue to Rubrics](#)

## Rubrics

### Case Rubrics

*If using rubrics that differ from TRIDENT's generic rubric, attach specialized rubric as a separate file or files and identify file names here.*

**EXISTING (GENERIC) RUBRIC(S):**

**AND/OR**

**NEW (SPECIALIZED) RUBRIC(S):**

### SLP Rubrics

*If using rubrics that differ from TRIDENT's model, attach as a separate file or files and identify file names here.*

**EXISTING (GENERIC) RUBRIC(S):**

**AND/OR**

**NEW (SPECIALIZED) RUBRIC(S):**

## Discussion Rubrics

*If using rubrics that differ from TRIDENT's model, attach as a separate file or files and identify file names here.*

**EXISTING (GENERIC) RUBRIC(S):**

**AND/OR**

**NEW (SPECIALIZED) RUBRIC(S):**

*Continue to Notes*

## Notes

*End of Course Development document.*

*Click here to view the Annotated Course Development Guide*

# Annotated Course Development Guide

## Syllabus

### Course Name and Credit Information

**Course number:** *Obtained from Dean or Associate Dean*

**Course name:** *Obtained from Dean or Associate Dean*

**Credit Hours:** *Obtained from Dean or Associate Dean*

[Go Back](#)

## Course Description

*The course description may consist of these items:*

**Course description:** *It is best if the course description consist of these elements:*

- a) appealing or stimulating language*
- b) comprehensive and precise description*
- c) solid course information*

**Note:** *Course description changes/revisions require approval from the Curriculum Committee and must match the content in the Catalog.*

[Go Back](#)

## Significance of the Course within the Program

*This section communicates with a larger audience about the course and its significance to broad educational goals. Include a reference to the program learning outcomes in the catalog.*

- Refer to the program curriculum map to determine which specific program learning outcomes are achieved in the course.*
- List specific outcomes*

**Note:** *Outcomes should match those in Trident's course catalog for this program, located at <https://www.trident.edu/catalog/>*

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## Course Overview

*For the Course Overview section, you may want to consider:*

- Writing a welcoming statement that continues from the course description and welcomes students to the course.*
- If appropriate, noting what is unique, different, or special about this course.*



- *Highlighting each course-level learning outcome and what the aspirations are for the students.*
- *Briefly describing the related learning activities, and perhaps providing a course tour.*
- *Describing the way students will be assessed or graded.*

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## Learning Outcomes

*Make certain the course outcomes are measurable and appropriate for the learner's knowledge level. For example:*

- *If a course outcome states students will be able to “**Describe**” xxxx, the assessment should speak to that and may consist of an activity prompting them to do something similar to **summarize, compare/contrast, classify, categorize, paraphrase**, etc. This can be accomplished by having them **examine a case study, submit a paper, participate in a class discussion**, etc., providing evidence of learners meeting the outcome.*
- *If course outcome states students will be able to “**Name**” xxxx, the assessment will consist of something similar to **matching, labeling, multiple choices, or the opportunity to recognize and recall** xxxx.*
- *If course outcome states students will be able to “**Apply**” xxx, the assessment will consist of an activity related to an observable task such as a **simulation, selecting the most appropriate procedure, using a procedure to solve a problem**, etc. The word “observable” is used advisedly to complement the term **apply**, which means to “bring into action,” “to use,” “to put into operation.”*

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## TurnItIn

### **Originality**

*Turnitin is linked directly to the assignment dropboxes in this course. Once a student submits an assignment to the dropbox, Turnitin automatically generates a value called the Similarity Score. Within a minute, a percentage and colored square will be displayed under the Turnitin Similarity heading to the right of the submitted paper link. Click on the colored square to see the Originality Report, which shows the sources that correspond to text within your paper.*

*Each submission receiving a Turnitin Similarity score of 15% or higher will be reviewed by the instructor to distinguish between correctly documented research and possible academic dishonesty. Your instructor will contact you regarding your score and any special instructions, if necessary. Please send any concerns or questions directly to your instructor.*

### **Case Assignments**

*The Case Assignment is a written description of a problem or situation. Most cases are a "snapshot" of a particular situation within a complex environment.*

*The purpose of the Case Assignments in this course is to place the student in a position that will require research, synthesis of information, and critical thought. The student will be asked to distinguish pertinent facts from peripheral facts, identify central alternatives among several issues competing for attention, and formulate strategies and recommendations. This method provides an opportunity to sharpen problem-solving skills and to improve the ability to think and reason rigorously.*

### **Session Long Project**

*The Session Long Project consists of an integrative project emphasizing the personalized application of each module's concepts. In each module, students are required to engage in an original integrative project reflecting their comprehensive knowledge of and ability to apply the course materials. Each component of the SLP will be graded on a modular basis.*

### **Discussions**

*The Discussions will afford the student opportunities for synchronous as well as asynchronous discussions. The Discussions provide a forum for intellectually engaging other students in critical analysis and discussion of modular topics as directed and moderated by the professor. Students should refer to the Academic Participation and Substantive Interaction policy in the Catalog for guidelines. Specific grading criteria are presented in the Discussion grading rubrics.*

### **Assignment Due Dates**

*Assignment due dates for each of your courses can be found on the Course Home page in the Module Due Dates (Calendar) section. For students not yet familiar with the model of instruction at Trident, information about course navigation and the various components of Trident courses is available in the **Help for Students** section on the **My Home** page in TLC.*

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## Outcomes and Assessment Map

*In this section, identify which assessments support specific learning outcomes. Consider integrating learning outcomes throughout the course and not simply listing them in the syllabus. Explicitly outline the relationship between learning outcomes, activities, and assessments.*

*The alignment of course-level outcomes with program outcomes allows you to create a visual map of a program. This is beneficial as it makes Outcomes Assessment less cumbersome: Explicit linkages reduce the amount of formal outcomes assessment required (therefore, the focus can shift to program-level assessment projects).*

*Additionally, it allows you to examine how students are meeting program-level outcomes at the course level. Outcomes/assessment mapping focuses on student achievement and learning consumption.*

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## Presentations/Additional Files

*(Note: Email all additional files to the editors' distribution list—**DL-Academic Editors**—after you send the e-ticket for this course.)*

*Provide learners with detailed and clearly worded information regarding the technologies they will need throughout the course. For example: speakers, a microphone, software (Chrome, Safari Limitations), publisher material access, etc.*

*To remain compliant with Federal Section 508, include equivalent textual representations within or linked to the course. In instances where you provide alternative formats (text document, multimedia, etc.), verify the general accuracy of the alternate content. Verification is important because not all attempts to provide alternate formats meet the goal of providing equivalent access for diverse learners.*

*If the course includes the use of images, be sure to include alternate text (alt text) tags. When determining appropriate alt text for images, context is everything. The alt text for one image may be vastly different based upon the context and surroundings of the image itself.*

*Decide if the image presents content and if the image has a function. Determining whether the image presents content and what the nature of that content is can be much more difficult. If the content that the image conveys is presented within the course text (such as in the paragraph before or after the image), then an empty alt attribute may suffice. If the image is also a link, include the function of the image in the alt text. Whenever possible, avoid using language such as "link to..." or "click this image to..." or similar wording in the alt attribute. Keep in mind that screen readers identify links as links (without regard to their location within an image) and links should be visually apparent to sighted users as well.*

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## External Tools/Software

*Include links to the accessibility statements for all required technologies. If an accessibility statement is missing for a particular technology, incorporate an explanation that the accessibility statement does not exist.*

*Provide learners with detailed and clearly worded information regarding the technologies they will need throughout the course. For example: speakers, a microphone, software (Chrome, Safari Limitations), publisher material access, etc.*

*Additionally, if learners are to sign into another website, include the privacy policy (link) for that website.*

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## Forum: Introductions and Other Course Info & Discussions

*Note: The discussion boards titled, "Introduce Yourself" and "Cyber Café" are mandatory for every course and will appear as below. If you wish to change the text in either of these discussions, provide additional or alternative text in this section.*

### **Introduce Yourself**

*Consider suggesting that learners upload a short video introducing themselves (less than 1 minute) in addition to the existing prompts.*

### **Cyber Café**

*Here is an opportunity to build a sense of community among your students. This is an area where learners can converse on any topic of their choice, related, or unrelated to the content.*

### **Additional Discussions**

*If you have additional discussions for this forum, enter them in this section.*

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# Module X

## Module X - Home

### Modular Learning Outcomes

*Outcomes on the Home page are for the Case, SLP, and Discussion of the given module. They will match the Case, SLP, and Discussion outcomes on the Learning Outcomes page at the end of the same module. Each Learning Outcomes page will also include the corresponding module outcome(s) listed in the Syllabus.*

[Return to Module 1 - Home](#)

[Return to Module 2 - Home](#)

[Return to Module 3 - Home](#)

[Return to Module 4 - Home](#)

### Module Overview

*The overview of each module of study should include, at minimum, the following elements:*

- A brief overview of the learning activities and graded assignment(s) for the module;*
- A highlight of the essential new learning or cognitive skill(s) that will be developed;*
- The learning outcome(s) that is/are the focus for this module*

[Return to Module 1 - Overview](#)

[Return to Module 2 - Overview](#)

[Return to Module 3 - Overview](#)

[Return to Module 4 - Overview](#)

# Module X - Background

*Use APA format. These resources may include:*

- *printable versions of the lesson content;*
- *“getting started” tutorials, providing an overview of navigation features for new learners;*
- *downloadable job aids (e.g., checklists, if/then tables);*
- *glossaries providing key terms and related explanations;*
- *bibliography and/or links to Web resources, for learners to find out more about the topic; and*
- *Pop-ups or “mouse-overs” which provide additional information on specific topics without interrupting the flow of the lesson.*

[Return to Module 1 - Background](#)

[Return to Module 2 - Background](#)

[Return to Module 3 - Background](#)

[Return to Module 4 - Background](#)

## Required Reading

*Required course materials typically include what the student must read, view, or otherwise use to complete an assignment or make progress in the course. Clearly identify and cite the sources (using APA style) for all materials, including:*

- *instructor-created materials*
- *published materials (Identify requested acknowledgement for Web-based resources. Note privacy statements for materials that require formal permission.)*
- *images and other graphic materials (provide alt text description)*
- *videos (may require written transcripts of instructor-created video or audio materials, or alternative equivalent format to comply with Section 508 of the ADA)*

- *websites (Make sure websites are accessible, and link the websites' accessibility statement, or provide a statement that no accessibility information is provided.)*

*Include a brief (one- or two-sentence) description of each course material. Additionally, explain how the reading material contributes to the completion of an assignment or the course outcomes.*

[Return to Module 1 - Required Reading](#)

[Return to Module 2 - Required Reading](#)

[Return to Module 3 - Required Reading](#)

[Return to Module 4 - Required Reading](#)

## Optional Reading

*Supplemental/optional materials are included for enrichment and not required for course completion. Clearly identify and cite the source (using APA style) for all materials, including:*

- *instructor-created materials*
- *publisher materials (Identify requested acknowledgement for Web-based resources. Note privacy statements for materials that require formal permission.)*
- *videos (may require written transcripts of instructor-created video or audio materials, or alternative equivalent format to comply with Section 508 of the ADA)*
- *websites (Make sure websites are accessible, and link the websites' accessibility statement, or provide a statement that no accessibility information is provided.)*

*Include a brief (one- or two-sentence) description of each course material. Additionally, explain how the reading material contributes to the completion of an assignment or the course outcomes.*

[Return to Module 1 - Optional Reading](#)

[Return to Module 2 - Optional Reading](#)

[Return to Module 3 - Optional Reading](#)

[Return to Module 4 - Optional Reading](#)

# Module X - Case

## Assignment Overview

*Here, you have the opportunity to:*

- *Highlight the essential new learning or cognitive skill, the new skill(s) that will be developed.*
- *Connect the module-level learning outcome that is the focus for this module; some faculty takes an additional step of creating modular outcomes (**Required**).*
- *Provide a brief overview of the learning activities and graded assignment(s) for the module.*

[Return to Module 1 - Assignment Overview](#)

[Return to Module 2 - Assignment Overview](#)

[Return to Module 3 - Assignment Overview](#)

[Return to Module 4 - Assignment Overview](#)

## Case Assignment

*When creating an assignment, provide the following details. Describe how students will engage with the course material, each other, and the instructor; and how assignments are graded.*

- *Give each assignment a specific name, such as Case 1 Assignment: Biology Research Paper.*
- *Describe each assignment and include:*
  - *a brief introduction to the activity, including the rationale for how the activity or assignment contributes to attaining the module-level learning outcome*
  - *specific instructions on how to complete the assignment*
  - *due date*
  - *Available dates, if appropriate. Indicate the date when students may start the assignment and when the assignment closes, for example: This assignment is due on or before 6/12/20XX.*

[Return to Module 1 - Case Assignment](#)

[Return to Module 2 - Case Assignment](#)

[Return to Module 3 - Case Assignment](#)

[Return to Module 4 - Case Assignment](#)

## Assignment Expectations

*Be certain to include:*

- *How the student will receive feedback from the instructor, and the criteria used if the learning activity is graded.*
- *The grading rubric for all graded assignments (**required**) (you may consult with your team lead or instructional designer for help in constructing a specialized rubric).*

[Return to Module 1 - Assignment Expectations](#)

[Return to Module 2 - Assignment Expectations](#)

[Return to Module 3 - Assignment Expectations](#)

[Return to Module 4 - Assignment Expectations](#)

# Module X - SLP

*Here you have the opportunity to:*

- *Highlight the essential new learning or cognitive skill, the new skill(s) that will be developed*
- *Connect the module-level learning outcome that is the focus for this module*
- *Provide a brief overview of the learning activities and graded assignment(s) for the module*

*When creating the SLP, provide the following details:*

- *Describe how students will engage with the course material, each other, and the instructor, and how assignments are graded.*
- *Provide a specific name for each assignment, such as Module 1 SLP: Biology Research Paper.*
- *Describe each assignment and include:*
  - *a brief introduction to the activity, including the rationale for how the activity or assignment contributes to attaining the module-level learning outcome*
  - *specific instructions on how to complete the assignment*
  - *due date*
  - *available dates, if appropriate. Indicate the date when students may start the assignment and when the assignment is closed.*

[Return to Module 1 - SLP](#)

[Return to Module 2 - SLP](#)

[Return to Module 3 - SLP](#)

[Return to Module 4 - SLP](#)

## SLP Assignment Expectations

*Make certain to include:*

- *How the student will receive feedback from the instructor, and the criteria used if the learning activity is graded*

- *The grading rubric for all graded assignments (if necessary, you may consult with your team lead or instructional designer for help in constructing a rubric)*

[Return to Module 1 - SLP Expectations](#)

[Return to Module 2 - SLP Expectations](#)

[Return to Module 3 - SLP Expectations](#)

[Return to Module 4 - SLP Expectations](#)



# Module X Discussion

*It is essential to create an environment that encourages participation in discussion, and promotes students to ask questions, risk judgments and opinions, and help each other.*

*When creating a discussion, provide the following details.*

- *Title of the discussion*
- *Description of the discussion*
- *Specific instructions*
- *A due date for responses*
- *Available dates, if appropriate. Indicate the date when the discussion will be available for students to start and when the discussion is closed.*

[Return to Module 1 - SLP Discussion](#)

[Return to Module 2 - SLP Discussion](#)

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## Rubrics

If you opt to select rubrics outside of Trident's generic rubric, choose three to seven criteria that satisfy the outcomes. Ensure the stated criteria are measurable, meaning there needs to be evidence of whether or not students have achieved them. "Understanding" or "knowing" is not easily measured, but **how** students show (demonstrate, display, exhibit) their understanding or knowledge is measurable. Occasionally one criterion will satisfy a learning outcome, and from time to time, there will be several criteria on a rubric that all satisfy the same outcome.

Three to five performance levels is usually best, but use what works for your assignment. Keep in mind that more levels may make it difficult to parse out differences between each. Fewer ratings may not account for enough variance in the quality of the assignments—that is, different-quality work may receive the same rating because there are not enough categories to delineate. Four levels provide the variety needed to measure performance and distinguish one performance metric from the others without going into too much detail.

**Sample Rubric**

<b>Criteria</b>	<b>Level 3 – Proficient</b>	<b>Level 2 - Developing</b>	<b>Level 1 - Emerging</b>
<i>Introduction</i>	<i>Position and exceptions, if any, are clearly stated. Organization of the argument is completely and clearly outlined and implemented. 4-5 pts</i>	<i>Position is clearly stated. Organization of argument is clear in parts or only partially described and mostly implemented. 2-3 pts</i>	<i>Position is vague. Organization of argument is missing, vague, or not consistently maintained. 0-1 pts</i>
<i>Research</i>	<i>Research selected is highly relevant to the argument, is presented accurately and completely – the method, results, and implications are all presented accurately; Theory</i>	<i>Research is relevant to the argument and is mostly accurate and complete – there are some unclear components or some minor errors in the method, results, or</i>	<i>Research selected is not relevant to the argument or is vague and incomplete – components are missing or inaccurate or unclear. Theory is</i>

	<i>is relevant, accurately described and all relevant components are included; relationship between research and theory is clearly articulated and accurate. 8–10 pts</i>	<i>implications. Theory is relevant and accurately described; some components may not be present or are unclear. Connection to theory is mostly clear and complete, or has some minor errors. 5–7 pts</i>	<i>not relevant or only relevant for some aspects; theory is not clearly articulated and/or has incorrect or incomplete components. Relationship between theory and research is unclear or inaccurate, major errors in the logic are present. 0–4 pts</i>
<i>Conclusions</i>	<i>Conclusion is clearly stated and connections to the research and position are clear and relevant. The underlying logic is explicit. 4-5 pts</i>	<i>Conclusion is clearly stated and connections to research and position are mostly clear, some aspects may not be connected or minor errors in logic are present. 2-3 pts</i>	<i>Conclusion may not be clear and the connections to the research are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. 0-1 pts</i>
<i>Writing</i>	<i>Paper is coherently organized and the logic is easy to follow. There are no spelling or grammatical errors, and terminology is clearly defined. Writing is clear and concise and persuasive. 4-5 pts</i>	<i>Paper is generally well organized and most of the argument is easy to follow. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness. 2-3 pts</i>	<i>Paper is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and</i>

			<i>conciseness.</i> <i>0-1 pts</i>
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