

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/19/2013

1b. Department/Division: Hispanic Studies

1c. Contact Person

Name: Francisco Salgado-Robles

Email: fsalgadorobles@uky.edu

Phone: 859-257-7102

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: SPA 332

2c. Full Title: Spanish and Latin American Business Environments

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course presents a balanced analysis of the economic, social, and political events in the past years that have shaped the business and investment climate in Spain and Latin America. The goal is to increase student awareness of and familiarity with the role played by the incorporation of Spain in the European Union, and the implementation of Free Trade in current Latin American economies. The student who successfully completes this course will not only better understand these socio-economic phenomena but will also hone their communicative and argumentative skills in Spanish.

2k. Prerequisites, if any: SPA 310 and another 300-level course completed (no concurrent enrollment)

2l. Supplementary Teaching Component: Service Learning

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: We already have them.

6. What enrollment (per section per semester) may reasonably be expected?: 27

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain: We already have them.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: FLIE (Foreign Language & International Economics) *Part of current revision to the FLIE-Spanish program, which is undergoing approval as of Fall, 2012.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RUEDA|Ana Rueda|Dept approval for ZCOURSE_NEW SPA 332|20120830

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW SPA 332|20121001

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW SPA 332|20121008

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to college for ZCOURSE_NEW SPA 332|20121009

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW SPA 332|20121029

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to college for ZCOURSE_NEW SPA 332|20121029

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW SPA 332|20121129

SPA 332-001: Spanish and Latin American Business Environments

Instructor: Dr. Francisco Salgado-Robles	Email: fsalgadorobles@uky.edu
Office: 1135 Patterson Office Tower	Office hours: T & R (11-12:15 pm) (tentatively)
Classroom: (TBD)	Class meeting: T & R: 2:00 - 3:15 pm (tentatively)
Course websites:	http://web.as.uky.edu/fsalgadorobles (instructor) https://elearning.uky.edu (Blackboard) http://www.TBD (blog) http://TBD.wikispaces.com (wiki)

COURSE DESCRIPTION

The economy of any nation in the world determines and affects almost every other aspect of its reality. Becoming acquainted with the contemporary political economy of Spain and Latin America should help us better understand these important parts of the Spanish-speaking world. This course presents a balanced analysis of the economic, social, and political events in the past years that have shaped the business and investment climate in these regions. The goal is to increase student awareness of and familiarity with the role played by the incorporation of Spain in the European Union, and the implementation of Free Trade in Latin American current economics. The student who successfully completes this course is expected to have a better understanding of them, as well as increase communicative and argumentative skills in Spanish.

NB:

- 1) The pre-requisites for this course are SPA 310 completed (no concurrent enrollment), and other 300 level Spanish course.
- 2) This course will be conducted entirely in Spanish.

STUDENT LEARNING OUTCOMES

a) Subject-related/Practical/Professional skills.

Upon completion of this course, students should be able to:

- 1) Identify general historical, economic, and political trends related to the international business environments of Spain and Latin America;
- 2) Apply their knowledge and understanding of Spanish and Latin American business environments;
- 3) Enhance their language skills, since all lectures are in Spanish.

b) Knowledge and understanding skills.

Upon completion of this course, students should be able to:

- 1) Deepen their understanding of social, economic and political events that impact business in contemporary Spain and Latin America;
- 2) Become familiar with Spanish and Latin American business environments at a

micro level by focusing on key business sectors (i.e., agriculture, energy, services -including tourism and finance- and manufacturing);

- 3) Acquire solid knowledge and tools that will allow them to analyze case studies on international business related to Spain and Latin America.

c) Cognitive and intellectual skills.

Upon completion of this course, students should acquire:

- 1) Ability to recapitulate essential information from written and oral sources;
- 2) Capacity to organize and present ideas in a structured manner.

d) Transferable skills.

Upon completion of this course, students should develop an awareness of:

- 1) Use of Spanish reference materials;
- 2) Aspects of independent and team learning.

REQUIRED TEXTS

-- *Empresa Siglo XXI: Español en el ámbito profesional.* By Emilio Iriarte, Emilia Núñez & Ángel Felices. Madrid: Edinumen, 2009.

-- *Cultura y Negocios: El español de la economía española y latinoamericana.* By Ángel Felices. Madrid: Edinumen, 2010.

GRADING POLICIES

In conformity with College of Arts and Sciences policy, all grades for this course will be letter grades (A, B, C, etc., no +/-). Numerical equivalents are simply:

Course Grade	Percentage
A	90 or better
B	80 – 89
C	70 – 79
D	60 – 69
E	Below 60

Grade Breakdown

- Attendance and participation: 20%
- Weekly-Blogging: 20%
- Tests (2): 20%
- Wiki project: 10%
- Wiki presentation: 10%
- Term paper: 20%

Mid-term Grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Attendance and participation (20%)

Your regular attendance, both in class and at your site visits, is required for successful completion of this class. For the third and each subsequent unexcused absence, the final average will be lowered by 5 points in the attendance and participation portion of the final grade. Also remember that arriving in class 10 minutes after the scheduled beginning of the session counts as an absence. Similarly, 3 tardies will also be counted as an absence. Review the Rules of the University Senate for further information on what is and what is not an excused absence. Your instructor will assume that you have read these rules, and will proceed accordingly whenever you do not provide a valid excuse for your absence/s. Similarly, any absence that can be anticipated by the student must be reported to the instructor at least one week in advance in order for the student to be given an assignment which he/she will complete by the time his/her absence is due. It is your responsibility to obtain this assignment and the instructor will expect him/her to meet with him/her to discuss it and hand it to him/her in person.

Valid documents for excusing an absence include:

- a. A doctor's note
- b. A letter from your U.K. coach
- c. A copy of a doctor's note or a copy of the obituary in case of illness or death of a family member
- d. A written notification within the first two weeks of the course about the major religious holiday you must observe

Participation in class involves a number of variables, including but not limited to:

- ✓ Your use of Spanish in the classroom
- ✓ Your willingness to participate actively in *all* class activities
- ✓ Your cooperation during group and pair work
- ✓ Your respect and attitude toward the class and your peers
- ✓ Your daily preparation for each class.
- ✓ Your instructor reserves the right to administer pop quizzes, in order to assess students' preparation. These grades also form part of your participation grade.
- ✓ The use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited. All equipment must be turned off in the classroom. Any evidence of cell phones (use, ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for that day.

Blogging (20%)

To foster a collaborative learning community, you will maintain and keep a regular blog, where you will post weekly blog entries about discussions of articles or screenings of documentaries, which come from online current news, and relate to each chapter from *Cultura y Negocios: El español de la economía española y latinoamericana*. To do so, you will join our Classroom 2.0 site (TBD), on which you will post a total of 10 entries (150-200 words approx.) on you own blog, as well as a minimum of 10 comments (50-100 words approx.) on others' entries (one comment per entry at least). The posts

should not be a mere recounting of what the article or screening dealt with; rather they should exhibit critical thought of the subject matter and all opinions should be well justified. While each post will be due every Sunday, each comment, conversely, will be required every **Thursday (if the class meets T/R) / Wednesday (if the class meets M/W/F)** before class. No late work will be accepted. Grades will be assigned according to the criteria provided on page 8 of this syllabus.

Tests (20%)

Two (2) tests (10% each) are required for this course, and will cover the topics discussed throughout the semester. Test I **(date, TBD)** includes Chapters 1-5, and Test II **(date, TBD)** includes Chapters 6-10 from *Cultura y Negocios: El español de la economía española y latinoamericana*. Specific details regarding format and content will be provided as the exam dates approach.

Wiki project (10%)

Working in small groups (3-4 students per group), students will research and collect data regarding a chosen case study related to a Latin America or Spanish company. Proposals for topics should be submitted by **(TDB)**. Based on their study case, each group will design and maintain their own wiki page (<http://TBD.wikispaces.com>). Specific details regarding format and content will be provided on **(TBD)**. Grades will be assigned according to the criteria provided on pages 9-11 of this syllabus.

Wiki presentation (10%)

Groups will prepare and give oral presentations on the chosen case study related to a Latin America or Spanish company. To facilitate their presentations, each group will present their wiki project to the rest of the class. Specific details regarding format and content will be provided on **(TBD)**. Grades will be individually and assigned according to the criteria provided on pages 12-13 of this syllabus.

Term paper (20%)

For this course, you will be required to write a 6-8 page paper in lieu of a final test. This is your opportunity to delve deeply into a specific area of the business environment of a Spanish-speaking country that fascinates you. This pilot study may eventually turn into a senior thesis topic. Or, it may be a final product that you could present at an undergraduate conference or publish. Within the first five weeks you will have chosen a topic that you will present it to the rest of the class informally (5%); you will have handed in a research proposal (2-4 page length) with a preliminary literature review by midterm (5%). This will give you a basis to forge ahead with my feedback. The final paper (10%) will be due on the last day of class. Specific details regarding format and content will be provided as the first draft submission approaches.

POLICIES

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Academic Integrity, Cheating and Plagiarism

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Classroom Behavior, Decorum and Civility

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by not reading newspapers or carrying on conversations. Turn mobile phones off during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.

COURSE SCHEDULE

Date	Content	Homework (Cultura y negocios)
Week 1	Presentación del curso México (Cap. 3)	3.1, 3.3, 3.4, 3.5, 3.6, 3.9
Week 2	Región Mercosur (Cap. 1 y 5)	1.1, 1.3, 1.4, 1.7, 1.8, 5.1, 5.3, 5.5, 5.6, 5.8, 5.10
Week 3		
Week 4	Países andinos (Cap. 4 y 7)	4.1, 4.2, 4.3, 4.6, 4.7, 4.9, 7.1, 7.2, 7.3, 7.6, 7.8, 7.10
Week 5		
Week 6	Repaso Examen 1 (<i>México, Región Mercosur, Países andinos</i>) Presentaciones informales	
Week 7	España y la Unión Europea (Cap. 6 y 9)	6.1, 6.3, 6.4, 6.7, 6.9, 9.1, 9.3, 9.5, 9.6, 9.9, 9.10
Week 8		
Week 9	Centroamérica (Cap. 2 y 8)	2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 8.1, 8.3, 8.3, 8.6, 8.8, 8.10
Week 10		
Week 11	Región caribe (Cap. 10)	10.1, 10.2, 10.3, 10.5, 10.7, 10.8, 10.9, 10.10
Week 12		
Week 13	Repaso Examen 2 (<i>España y la Unión Europea, Centroamérica, Región caribe</i>)	
Week 14	Presentaciones del proyecto	
Week 15	Presentaciones del proyecto Entrega del trabajo final	

*Final exam: No final exam is scheduled for this course.

WRITTEN REFLECTIONS: BLOGGING ASSESSMENT RUBRIC

Name: _____

Written reflection # ____

Content/Information Conveyed (50%)				
Contributes relevant information. Develops ideas by speaking in multiple sentences. Consistent performance across the entire activity. Gave a logical and well-thought response to, at least, one classmate's blog.	50	48	46	44
Contributes relevant information. Some development of ideas but tends to use single sentences. Inconsistent performance across the entire activity. Responded to, at least, one classmate's blog, but the response lacked substance.	42	40	38	36
Contributes adequate information. Not much development of ideas. Almost always communicates in single sentences. Responded to, at least, one classmate's blog, but the response lacked substance and contained fewer words than required.	33	30	27	25
Contributes little information or information lacks substance, is superficial, inappropriate, or irrelevant. Communicates in single sentences or only in phrases. Did not leave a response to a classmate.	23	22	21	20
Vocabulary (25%)				
Demonstrates extensive vocabulary. No use of English words. Almost always uses appropriate word. Rarely if ever searches for words.	25	24	23	22
Demonstrates a large vocabulary. No use of English words. Almost always uses appropriate word. Seldom misses or searches for words.	21	20	19	18
Demonstrates moderate vocabulary. Sometimes uses English or invents words. Frequently misses or searches for words.	17	16	15	14
Demonstrates small vocabulary. Overuses English or overuses invented words. Vocabulary limits comprehension.	13	12	11	10
Grammar (25%)				
Uses appropriate syntax and morphological forms. Controls most structures used (consistently high performance). Few error types.	25	24	23	22
Uses mostly appropriate syntax and morphological forms. Controls some of structures used (some inconsistency in performance). Errors are frequent.	21	20	19	18
Uses inappropriate syntax and morphological forms. Control of structures is an issue. Errors are frequent.	17	16	15	14
Uses inappropriate syntax and morphological forms. Control of structures is an issue. Errors dominate.	13	12	11	10
OVERALL GRADE ____ / 100				

WIKI PROJECT ASSESSMENT RUBRIC

Team names: _____

ELEMENT	Exemplary 3	Proficient 2	Partially proficient 1	Unsatisfactory 0	POINTS
Content	Provides a fresh and balanced perspective on the topic.	Provides original ideas with a minimum of personal bias.	Provides one or two original ideas which include some personal bias.	Does not provide any original ideas and personal bias is obvious.	
	Provides comprehensive insight, understanding, and reflective thought about the topic.	Provides a moderate amount of insight, understanding, and reflective thought about the topic.	Provides only minimal understanding, or reflective thought about the topic.	Provides no understanding or reflective thought about the topic.	
	Explains all ideas clearly and concisely in a logical progression with effective supporting evidence.	Explains most ideas clearly and concisely with supporting evidence.	Incompletely explains ideas and does not effectively use supporting evidence.	Fails to explain ideas clearly, and does not use any supporting evidence.	
	Presents all information in a style that is appealing and appropriate for the intended audience.	Presents information in a style that is generally appropriate for the intended audience.	Presents information in a style that is often inappropriate for the intended audience.	Presents information in a disjointed, unpolished style which is inappropriate for the intended audience.	
Organization	Uses a consistent organizational structure that includes grouping related information, defines specialized vocabulary and/or provides a table of contents.	Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents.	Uses a loosely defined organizational structure which attempts to group similar items.	Fails to provide a consistent organizational structure, and information is difficult to locate.	
Text Layout	Makes frequent and effective use	Makes occasional use of headings,	Makes minimal use of headings,	Makes no use of headings, fonts,	

	of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	fonts, bullet points and white space to enhance visual appeal and readability.	bullet points or white space to enhance visual appeal and readability.	
Hyperlinks	Includes links to websites or documents that enhance the information presented.	Includes links to websites or documents, but not all links enhance the information presented.	Includes links to websites or documents which add little value to the information presented.	Does not include any links, or the links selected are of poor quality and do not add any value to the information presented.	
	Connects to relevant, up-to-date resources.	Connects to resources which are usually relevant and up-to-date.	Connects to many outdated resources which appear to have only a minimal connection to the topic.	Connects to outdated resources which have no connection to the topic.	
Graphics & Multimedia	Selects high quality graphics and multimedia when appropriate to enhance and clarify the content.	Selects graphics and multimedia which are mostly high quality and enhance and clarify the content.	Selects many low-quality graphics and multimedia which do not enhance the content.	Selects no graphics, or uses only low-quality graphics and multimedia which do not enhance the content.	
	Acknowledges all image and multimedia sources with captions or annotations.	Acknowledges most image and multimedia sources with captions or annotations.	Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.	Fails to acknowledge any image or multimedia sources, either with a caption or an annotation.	
Citation	Accurately cites all sources of information to support the credibility and authority of the information presented.	Most sources are cited accurately, and support the credibility of the information presented.	Few sources are cited accurately, and they fail to adequately support the credibility of the information presented.	Does not provide any accurate information about sources used.	
Group collaboration	Contributes equally with other group members in	Assists group members with most of the	Provides minimal assistance to group members in	Provides no assistance to group members in any of	

	researching, writing, and editing.	researching, writing and editing.	researching, writing and editing, and does not follow through with all tasks.	the researching, writing and editing and does not follow through with any of the tasks.	
	Meets all goals and deadlines.	Usually meets goals and deadlines.	Occasionally meets goals and deadlines.	Does not meet goals and deadlines.	
	Exhibits appropriate wiki etiquette when editing and respects the work of others.	Exhibits appropriate wiki etiquette most of the time and generally respects the work of others.	Exhibits a minimal knowledge of wiki etiquette and often fails to respect the work of others.	Exhibits no knowledge of wiki etiquette and fails to respect the work of others.	
Writing	Edits the text with no errors in grammar, capitalization, punctuation, and spelling.	Edits the text with minor additional editing required for grammar, capitalization, punctuation, and spelling.	Edits the text, but errors in grammar, capitalization, punctuation and spelling distract or impair readability. (3 or more errors)	Edits the text but numerous errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major revision is required. (more than 5 errors)	
Total points					/ 45

**WIKI PROJECT ORAL PRESENTATION
ASSESSMENT RUBRIC**

Name: _____

CATEGORY	Below Standard	Meets Standard	Exceeds Standard	POINTS
Delivery (10 pts)	<ul style="list-style-type: none"> · Engages in numerous and distracting verbal pauses, and does not make effective use of eye contact or body language · Fails to speak clearly and audibly and/or delivers material in a flat or lifeless way · Does not present within the allotted time frame (0-4 pts) 	<ul style="list-style-type: none"> · Engages the audience with appropriate verbal cues and eye contact · Speaks clearly and confidently, limits the uses of vocalized pauses, and varies tone and pitch appropriately · Paces delivery (5-7pts) 	<ul style="list-style-type: none"> · Captivates the audience with effective verbal cues and body language, while maintaining excellent eye contact · Speaks clearly, effectively and confidently, avoids all unnecessary pauses and varies tone and pitch appropriately · Times the delivery to optimum advantage (8-10 pts) 	
Content (30 pts)	<ul style="list-style-type: none"> · Presentation lacks coherence, does not successfully explain the main points of research project · Presents material that is lacking in substance and/ or relevance or does not provide a demonstration of the teaching technique - Not all required elements are included (0-10 pts) 	<ul style="list-style-type: none"> · Clearly defines the topic and organizes the information logically and appropriately for its purpose · Explains key point of research project · Demonstrates the teaching technique · Most key elements discussed but a few gaps (11-22 pts) 	<ul style="list-style-type: none"> · Clearly defines the project and its significance · Organizes the information logically and appropriately for its purpose · Explains research question with accurate and detailed evidence · Demonstrates critical thinking · Demonstrates the teaching technique with clear instructions, materials, and guidance · Key elements included (title, introduction, research questions, review of literature, significance, methodology). (23-30 pts) 	
Organization and Preparation (5 pts)	<ul style="list-style-type: none"> · Exhibits lack of planning and organization, which results in a confusing overall presentation · Presents in a choppy, hesitant manner lacking transitions · Simplistically explains key points without appropriate and relevant supporting evidence · Does not make effective use of notes; reads directly from notes · Ends the presentation without conclusions based on evidence (0-1 pt) 	<ul style="list-style-type: none"> · Presents logical transitions between main points · Emphasizes key points · Uses notes or other memory aides effectively to structure presentation frequently · Adjusts style of presentation to purpose and audience (2-3 pts) 	<ul style="list-style-type: none"> · Presents ideas and information with logical sequencing and seamless transitions · Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting materials and probing questions · Executes a flowing presentation, using notes or other memory aides only when necessary (4-5 pts) 	
PowerPoint	<ul style="list-style-type: none"> · Selects inappropriate “bells and whistles” 	<ul style="list-style-type: none"> · Selects and uses appropriate 	<ul style="list-style-type: none"> · Selects and successfully 	

CATEGORY	Below Standard	Meets Standard	Exceeds Standard	POINTS
Use (5 pts)	whistles” for various elements of the presentation · Use of media detracts from overall presentation (0-1 pt)	features of PPT (text, images, sound, etc.) for each element of the presentation · Achieves coherence in the presentation as a whole and makes information easily understood (2-3 pts)	uses appropriate features of PPT for each element of the presentation · Enhances the overall quality of the presentation with skillful and judicious use of media (4-5 pts)	
Total points				/ 50