



**BSN Program  
NURS 4661 Leadership in Professional Nursing  
Syllabus  
Fall 2014**

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**COURSE INFORMATION**

**Materials- Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:**

Marquis, B. L., & Huston, C. J. (2012). *Leadership roles and management functions in nursing: Theory and application* (7th ed.). Philadelphia: Wolters Kluwer.

Previous nursing courses textbooks

Online resources and articles as directed

**Other Required Resources:**

Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies-  
[http://www.bon.texas.gov/pdfs/differentiated\\_essential\\_competencies-2010.pdf](http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)

National Council of State Boards of Nursing Delegation Documents

Texas Nurse Practice Act and Documents on Delegation:

[http://www.bon.state.tx.us/practice\\_delegation\\_resource\\_packet.asp](http://www.bon.state.tx.us/practice_delegation_resource_packet.asp)

ANA website: [www.nursingworld.org](http://www.nursingworld.org)

QSEN website: [www.qsen.org](http://www.qsen.org)

**PREREQUISITES:** NURS 4650

**Course Description: (6 credit hours)**

Uses a systems framework and critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Current theories of management, leadership and change are examined and related to nursing practice. Focuses on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. Applies theoretical and empirical concepts of leadership through supervised experiences gained in local health care institutions.

## **Student Learning Outcomes:**

At the end of this course the student will be able to:

1. Synthesize concepts of leadership, management, change and communication in relation to the role of the professional nurse, nurse leader and nurse manager.
2. Analyze the nurse manager's role in relation to cost and budgeting factors
3. Utilize knowledge of leadership/management theory in examining organizational effectiveness and nursing practice
4. Understand and apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.
5. Analyze economic, social, and demographic factors that influence the organization and management of rural health care organizations
6. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
7. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
8. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development of plans to improve practice and promote quality of healthcare delivery.
9. Compare and contrast the mission, vision and values of the National Council of State Boards of Nursing (NCSBN) and the Texas Board of Nursing (BON).
10. Explain in detail the NCLEX-RN test plan components.

## **Clinical Objectives:**

At the end of this course the student will be able to:

1. Demonstrate the ability to manage the care of a group of patients
2. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team as charge nurse and/or team leader.
3. Incorporate principles of leadership theory in the delegation of nursing care to members of nursing team
4. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.
5. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
6. Identify leadership behaviors of the professional nursing staff that promote optimal team outcomes.
7. Apply research in nursing leadership and management in the coordination of patient care
8. Assess the staffing pattern for the specific unit assigned for the clinical experience
9. Assume accountability for personal and professional behaviors
10. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.
11. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
12. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions,
13. Create a safe care environment that results in high quality patient outcomes.
14. Demonstrate professional standards of moral, ethical, and legal conduct.
15. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, return demonstration, clinical assignments and supervision, post clinical conferences and check-off of appropriate skills and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

### Grading

Grades will be determined as follows:

QSEN Evaluation	25%
Group Change Presentation	25%
NCLEX Study Plan	15%
The American Nurse Evaluation	10%
Rural Nursing Paper	10%
Disaster Drill Leadership Paper	10%
Leadership Discussion Board	5%
HESI Exit Examination	Cr/NC
Medication Calculation Quiz	Cr/NC
<b>TOTAL</b>	100%
<b>Clinical</b>	<b>PASS/FAIL</b>

To be eligible to take the HESI Exit Examination you must have satisfactorily completed all senior level HESI Subject Examinations (Pediatrics, Psych/Mental Health, and Med-Surg). The HESI Exit Examination must be passed with a score of 950 or greater. If you do not achieve this score, you will have to undergo remediation and retesting as indicated in the Student Guide.

Medication Calculation: If a student did not receive 100% on the medication calculation questions on the final exam of the Adult 2 course, they will be on remediation during the Leadership course. Students will have to complete a medication calculation quiz in the final semester at 100% to complete remediation and receive credit.

The clinical component is PASS/FAIL and must be passed in order to pass the course. To receive a passing grade in clinical you must achieve at least 75% on the clinical assignments and receive a satisfactory clinical evaluation.

### Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = Below 60

A minimum grade of 75 is required to pass the course.

## TECHNOLOGY REQUIREMENTS

This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to: <http://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu)

The following hardware and software are necessary to use eCollege.

- Internet access/connection-high speed recommended (not dial up)*
- Word Processor (MS Word, or Word Perfect)*

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, 7 or 8) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

It is expected that you will check your eCollege course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is significant and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

<http://www.albion.com/netiquette/corerules.html>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz. Review the university catalog for excused absence criteria.

4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. It is expected that you will submit assignments on time. If you need an extension, it should be requested before the due date. Unexcused late assignments will be penalized 10% for each of the first three days overdue; on the 4<sup>th</sup> day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

## **NURSING SKILLS LABORATORY**

1. Students are responsible for assigned readings in textbooks and completing DVD and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.

## **CLINICAL EXPERIENCE**

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Each student must pass a dosage calculation test with 90% or greater prior to administering medications in the clinical setting. There will be two opportunities to achieve 90% or greater. Students who fail to attain 90% or better will be dismissed from the course.
4. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
5. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
6. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
7. Students are expected to prepare for clinical practice in order to provide safe, competent care.
8. Clinical assignments must be handed in on time to the clinical instructor. No exceptions.
9. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

## **UNSATISFACTORY CLINICAL PERFORMANCE**

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
  - Absences
  - Tardiness
  - Violation of dress code
  - Incomplete health immunization records
  - Expired CPR certification
  - Failure to turn in written assignments on time
  - Incomplete hospital orientation

- Lack of preparation
2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
  3. Other offenses which may lead to immediate failure of the course include but are not limited to:
    - A pattern of lack of accountability for class, clinical and lab skills preparation
    - Unsafe or unprofessional practices or behaviors
    - HIPPA violations
    - Inability to pass required clinical assignments
    - Falsification of records
    - Inability to achieve 90% on the dosage calculation exam

#### ADA Statement

#### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

#### **Student Conduct Code – Refer to the BSN Student Guide**

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

## Content Outline

Week- Class Date	Content	Reading Assignment/Class Information
1-8/29	Orientation Critical Thinking & Decision Making Delegation	Chapters 1 & 20 <b>Class Meeting</b>
2-9/4	Leadership & Management Theory	Chapters 2 & 3 Leadership Discussion Board due 9/5
3-9/11	NCLEX Preparation	<b>Class Meeting</b> <b>NCLEX Seminar</b>
4-9/18	Teamwork Workplace Culture	Chapters 16 & 18
5-9/25	QSEN Models of client care	Chapter 14 & 17  <b>Class Meeting</b> <b>NCLEX Seminar</b>
6-10/2	Values & Ethics Rural Nursing Leadership	Chapter 4 Two Articles on eCollege Rural Nursing Paper due 10/3
7-10/9	Change Evidence-based practice	Chapter 8 <b>Class Meeting</b> <b>NCLEX Seminar</b> QSEN Evaluation due 10/10
8-10/16	QI Incident Reporting	Chapters 5 & 23
9-10/23	Interprofessional Roles & Communication Conflict Resolution	Chapters 19 & 21 <b>Class Meeting</b> <b>NCLEX Seminar</b> Disaster Drill Leadership Paper due 10/22 Exit HESI practice examination due 10/24
10- 10/30	Healthcare Policy Healthcare Technology	Exit HESI 10/27
11-11/6	Staff Development	Chapters 11, 15, & 24 Novice-to-expert <b>Class Meeting-Career Development</b>
12- 11/13	Advocacy	Chapter 6 NCLEX Study Plan due 11/14
13- 11/20	The American Nurse	Change Presentation to Adult 1 class 11/20 0800-1000 <b>Class Meeting</b>
14- 11/27		Thanksgiving Week
15-12/4	Fiscal Planning	Chapter 10 The American Nurse Evaluation due 12/5
16	Finals Week	

## Lecture Assignments

### 1. QSEN Evaluation

25%

10/10

For each area indicated on the QSEN document, review the Knowledge (K), Skills (S), and Attitudes (A) for that section. Review the course and clinical assignments and experiences you have had throughout your nursing program (including those for courses in this semester). Choose a course and/or clinical assignment or experience that helped you meet or partially meet each K, S, or A, and write it in the identified area. If you did not meet that criterion in any of the three categories, indicate not met and why you feel it was not met. Make sure you respond to each criteria in each of the twenty-five areas (example below has 2 for K, 3 for S and 3 for A). You **MUST** complete each area to receive credit for the entire assignment and show evidence of thoughtful reflection (examples from all courses). This assignment is credited all or nothing. Recommend that you review the QSEN document prior to development of your clinical objectives, so if there are areas that have not been met or only partially met, you can work this semester to meet them.

For example, this example may or may not apply to you, make sure you individualize your response:

<p>Demonstrate knowledge of basic scientific methods and processes</p> <p>Describe EBP to include the components of research evidence, clinical expertise, and patient/family values.</p>	<p>Participate effectively in appropriate data collection and other research activities</p> <p>Adhere to Institutional Review Board (IRB) guidelines</p> <p>Base individualized care plan on patient values, clinical expertise and evidence</p>	<p>Appreciate strengths and weaknesses of scientific bases for practice</p> <p>Value the need for ethical conduct of research and quality improvement</p> <p>Value the concept of EBP as integral to determining best clinical practice</p>	<p><b>K-Met: research course quantitative research critique; Adult 1: course content</b></p> <p><b>S-Partially Met: research course retrieved evidence assignment; did not participate in IRB; Adult 2 Group Paper/Poster</b></p> <p><b>A-Partially Met: research class: Not sure why scientific basis is important; understand need for ethical conduct and EBP</b></p>
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### 2. Change Presentation

25%

11/20

You will be assigned to a group of four. The group needs to identify a clinical practice issue that they feel needs to be changed at a clinical site that was experienced during 2014. The clinical practice issue needs to be approved by the course instructor by the end of the third week of class. Using the PowerPoint example as a guide, develop a presentation that includes the identified content. On the day of the presentation in the Adult 1 class, turn in a copy of your PowerPoint presentation and a reference page(s) in APA format to the course instructor. The grading rubric is in the syllabus.



This presentation is a group or team project. All members of the group will receive the same grade on the paper. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own.

**3. Leadership Discussion Board 5% 9/5**

You will identify a leader that all members of the class would be aware of and indicate what three factors you feel make the person a leader in their field or in general. Each student will have to identify a different leader. You also have to provide evidence to support the leader chosen by one of your classmates.

**4. Disaster Drill Leadership Paper 10% 10/22**

After your experience in the disaster drill, you need to complete the following: write a 2-3 page paper (in APA format with a title page and reference page-not included in the page total) describing the leadership you observed during the drill. Identify at least two classmates (by name) that provided leadership during the drill. Describe the type of leadership these two classmates utilized and whether it was effective or not in this situation. Analyze why their leadership was or was not effective. Also, include one paragraph on how you would improve the drill for future nursing students. It is due by 2359 the day after the experience. The grading rubric is on eCollege.

**5. HESI Exit Practice Examination Cr/NC 10/24**

Complete online non-proctored exam by October 24th with a score of 90% or better to receive credit. RN-BSN students receive credit for this assignment.

**6. HESI Exit Examination Cr/NC 10/27**

To be eligible to take the HESI Exit Examination you must have satisfactorily completed all senior level HESI Subject Examinations (Pediatrics, Psych/Mental Health, and Med-Surg). Complete proctored exam on October 27th with a score of 950 or better to receive credit. If you receive below 950, you will have to complete remediation and re-take the examination to receive credit. RN-BSN students receive credit for this assignment.

**7. NCLEX Study Plan 15% 11/14**

Complete a personalized NCLEX study plan. The study plan is what you will do each day between now and the date of your examination to prepare. This includes amount of time, study topic, study resources, etc. On eCollege are a calendar and a study area form to assist you in developing your study plan. Use the calendar to enter the plan for each day between now and mid-February 2015.

**8. Rural Nursing Paper 10% 10/3**

Complete a 3-4 page paper (not including the title page and reference page) discussing what theme of rural nursing leadership (identified in the Bish article) you feel is the most important and why. Describe how nursing practice in rural environments (identified in the Rural Nurse chapter) influence your decision to practice or not practice in a rural environment. The grading rubric is on eCollege

**9. The American Nurse Evaluation 10% 12/5**

In class on November 20<sup>th</sup>, you will be viewing the movie, “The American Nurse.” After viewing this movie, you need to write a 2-3 page paper (not including title page and reference page) discussing what aspects of the movie you found to be most useful for your nursing practice. Also, discuss what you would like to have seen in the movie that was not included. Upload the paper in Dropbox by 2359 on the due date. The grading rubric is on eCollege

**Clinical Assignments**

All clinical assignments must be completed with a grade of 75% or higher or they will have to be repeated.

**1. Clinical Log 10% Weekly**

You must complete a clinical log for each day you are on the floor as a team member and complete the team leader assignment form when you are a team leader. Both of these forms are on eCollege. The form is to be turned in to your clinical instructor at the beginning of post-conference.

**2. Simulation Day Effectiveness Journal 5% 10/6  
10% 11/26**

The student will be exposed to a client(s) in the simulation to improve their familiarity and comfort with varying client situations. The experience in the simulation will be graded pass/fail for each individual student. In addition, the student will reflect on their experience during the simulation day by completing the simulation effectiveness tool. The simulation effectiveness tool is posted on eCollege. Circle your responses to the questions and in the comment area reflect on your experience. It is due by 2359 the day of your simulation experience and is to be submitted on eCollege in the Dropbox.

**4. Team Leader Journal 30%, 10% each (3 total) varies**

For each day you are assigned as a team leader, you will need to complete a team leader experience journal. The journal guidelines are on eCollege. The journal is due by 2359 the day after your experience uploaded in Dropbox on eCollege.

**5. Team Process Journal 20%, 10% each (2 total) 12/5**

For two of the days you are assigned as a member of a team, you will need to complete a reflective journal. The journal guidelines and rubric are on eCollege. One journal must be completed for each unit you are assigned to as a team member and cannot be completed for the first day you are on that unit. All journals are due by 2359, December 5th in Dropbox on eCollege.

**6. Clinical Objectives 10% 9/9 or 9/11**

You will need to develop 7-10 objectives that you want to accomplish during the semester in clinical. These objectives need to be SMART format. No more than three (3) objectives can be skills related. A form is available on eCollege to assist you. The final objectives are due in clinical on the relevant date listed. You can submit a rough draft of your objectives to your clinical instructors at the beginning of clinical on 9/3 or 9/5 (recommended) for their feedback. They will return the feedback to you by the end of that clinical day. These objectives will be accessible to your classmates for use when they are Team Leader. Bring a copy of your objectives with you each clinical day.

**7. Nurse Manager Interview Journal 10% Varies**

You will spend a day with a nurse manager in a healthcare organization (0800-1630). Use the nurse manager interview guidelines available on eCollege to guide your experience. Complete the journal and upload it in Dropbox by 2359 the day after your experience.

**8. NCLEX Seminars Cr/NC 9/11, 9/25, 10/9, 10/23**

You will have to attend all four (4) seminars and participate in the seminar process to receive credit.

RN-BSN students are not required to attend the NCLEX seminars. However, in order to complete the required clinical hours, you will have to complete the following: in conjunction with your clinical instructor, develop a clinical experience(s) related to your clinical objectives for the course. This plan must be developed and approved by your clinical instructor by September 26<sup>th</sup> and all hours must be completed by December 5<sup>th</sup>. If you do not complete this assignment, you will not receive credit for these clinical hours and will not pass the clinical portion of the course.

**9. Clinical Evaluation Cr/NC End of semester**

You will be evaluated by your clinical instructor at the end of the semester. The overall evaluation of your clinical performance must be satisfactory. You must pass the clinical evaluation to pass the course regardless of the rest of your clinical grade.

**10. Change Presentation 5% 11/20**

As part of your change presentation, you should investigate current practice at your clinical site or another clinical site regarding the topic your group has chosen. On the day of the presentation, turn in to your clinical instructor the days/times you completed this investigation.

### Group presentation grading rubric

CATEGORY	5	4	3	2	1	0
<b>Time/Completion of Required Paper Components</b>	Presentation is within the 14:45-15-minute time stipulations. All required components complete.	Presentation is between 14:45 and 13:00 minutes in length.	Presentation is between 12:59 and 11:00 minutes in length. Missing some of the required components.	Presentation is between 10:59 and 10:00 minutes in length.	Presentation is between 9:59 and 9:00 minutes in length or more than 15 minutes in length.	Presentation is less than 9:00 minutes in length. No required components completed.
<b>Formal Dress</b>	Business-like formal attire is worn. Females wear dresses, complete business pant outfits, or professional tops with skirts. Males wear button-down dress shirts and ties with dress pants. Formal footwear is worn.		Semi-formal business-like attire is worn. Females wear dress pants with formal tops. Males wear dress shirts w/o tie or polo shirts with dress pants. Formal footwear is worn.		Informal attire is worn. Typical casual attire (tennis shoes, t-shirts, and jeans) is worn.	
<b>Introduction</b>	Introduction contains quality attention getter, lead-in to topic, topic statement and relevance of topic area.	One of the four aspects listed in the previous category is of poor quality and does not enhance the introduction like it should.	Two of the four aspects listed in the first category are of poor quality and do not enhance the introduction like they should. One aspect may be missing.	Three of the four aspects listed in the first category are of poor quality and do not enhance the introduction like they should. Two aspects may be missing.	All four aspects from the first category are apparent, but none of them enhance the introduction like they should. Three aspects are missing.	An introduction is not included in this presentation.
<b>Content</b>	High quality in-depth analysis is seen Presenter examines many elements to show the positive and negative aspects of the assigned topic. .	In-depth analysis is attempted. Presenter examines some elements to show the positive and negative aspects of the assigned topic but not as many as he/she should have done.	Some basic analysis is attempted. Presenter examines a few elements to show positive and negative aspects of the assigned topic.	Some basic analysis is attempted. Presenter examines only one element.	No true analysis is seen at all.	Presentation does not follow the assignment given at all.
<b>Conclusion</b>	The conclusion is strong and leaves the reader solidly understanding the group position. Effective restatement of the position statement begins the conclusion. Ideas are summarized, and proper closure ends the presentation.	The conclusion is recognizable. The speaker's position is restated within the first two sentences of the conclusion. Most ideas are summarized, and closure ends the presentation.	The author's position is restated within the conclusion but not near the beginning. Some ideas are summarized, and closure ends the presentation.	The author's position is not restated within the conclusion. Few ideas are summarized and closure attempted.	The author's position is not restated within the conclusion. No ideas are summarized, and closure does not exist.	A conclusion is not included in this presentation.
<b>Presentation skills</b>	Excellent incorporation of all proper presentation aspects (eye contact, tone, pitch, enthusiasm, gestures, movement, etc.)	Good incorporation of all proper presentation aspects (eye contact, tone, pitch, enthusiasm, gestures, movement, etc.)	Incorporation of most proper presentation aspects (eye contact, tone, pitch, enthusiasm, gestures, movement, etc.). One aspect seen very little or not at all.	Incorporation of some proper presentation aspects (eye contact, tone, pitch, enthusiasm, gestures, movement, etc.). Two aspects seen very little or not at all.	Incorporation of few proper presentation aspects (eye contact, tone, pitch, enthusiasm, gestures, movement, etc.). Three aspects seen very little or not at all.	Proper presentation aspects as a whole are not focused on at all.