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**Course Syllabus**

**CS123 College Success Strategies for Professional and Liberal Studies Professionals**

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**COURSE INFORMATION** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

**Term:** December 2010, 1005A

**Dates:**             December 8, 2010-February 22, 2011

**Course Number/Section:**     CS123- <02>

**Course Title:**  College Success Strategies for Professional and Liberal Studies Professionals

**Credit Hours:** 5

**Prerequisites:**  None

It is strongly recommended that you complete the **Campus Tour**, available on your Student Homepage. This essential tutorial discusses hardware and software requirements as well as presenting an overview of learning with the eCollege platform.

**INSTRUCTOR AND SEMINAR INFORMATION** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

**Instructor Name and Credentials:** Abby Ngwako, M.Ed.

**Kaplan Email Address:** angwako@kaplan.edu

**AIM Instant Messenger Name:** angwako

**Course/Seminar Day and Time (ET):** Please note that you are in a course that has flexible seminars.  There will be a choice of seminar options offered weekly and you can choose to attend the seminar that best fits your schedule.  You will receive an invitation via email each week for seminar times.

 **IMPORTANT POLICY NOTICE**

Please be aware of the following policy, which affects all incoming KU students:

        All Kaplan University undergraduate students will be considered conditionally admitted to the University and will not receive financial aid while in this status. All University policies nevertheless apply to such students, and they enjoy all the rights and resources of a fully instated student during the period of conditional admittance.

        At the end of the fifth week of classes, the University will review the academic performance of conditionally admitted students. Students who have earned a grade up to that point of 65 percent or higher for all coursework will be allowed to continue in their program and will only then be eligible for disbursement of any financial aid and to receive credit for the course. The University will reverse the enrollment of any student not meeting these criteria, and such a student will not owe any financial obligation to the University except for the application fee, which is non-refundable

        Students whose enrollments are reversed in this manner may not reapply for admission for one year unless they qualify for a waiver as applied by the dean of their respective school.

**COURSE MATERIALS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

**Textbook Information**

                **No textbook required. Materials will be provided in each unit.**

**Software Requirements**

**AOL Instant Messenger:** If you are not an AIM Member you can download the free service by visiting the following site: <http://www.aim.aol.com/>

**COURSE DESCRIPTION** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

College Success Strategies for Professional and Liberal Studies Professionals is an important component of the new student experience in the Professional and Liberal Studies Programs at Kaplan University.  The academic-focused course content will facilitate communication students’ successful social and academic transition into the Kaplan University community and provide a foundation for success in the pursuit of academic excellence and within the students’ chosen profession. Students will be introduced to important skills (reading, writing, research, planning, thinking, organizing, interviewing, and communicating) needed in their future professions. “Real-life” examples of these skills, sometimes presented by practicing professionals, will provide students with a sense of the culture and nuances of their chosen field.

**COURSE OUTCOMES** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

**Course Outcomes:** By the end of this course, you should be able to:

CS123-1 Demonstrate basic critical reading, writing, and reasoning skills

CS123-2 Use a variety of personal management tools and strategies to enhance learning

CS123-3 Use problem solving skills to increase academic and professional proficiency

CS123-4 Locate research resources applicable in the student’s chosen profession

CS123-5 Identify careers in the student’s chosen profession

**COURSE CALENDAR** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

|  |  |  |
| --- | --- | --- |
| **Unit # and Topic** | **Learning Activities** | **Assessments** |
| Unit 1 – Keys to Career Success | * Introduce yourself
* Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Quiz

  | Unit 1 – Keys to Career Success |
| Unit 2 –  Personal Management Strategies | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Quiz

  | Unit 2 –  Personal Management Strategies |
| Unit 3 –  Study Strategies | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Quiz

  | Unit 3 –  Study Strategies |
| Unit 4 –  Research Tools | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Quiz

  | Unit 4 –  Research Tools |
| Unit 5 –  Pathways to Personal Growth | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Project

  | Unit 5 –  Pathways to Personal Growth |
| Unit 6 –  Learning Styles and Goal Setting | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Submit Unit 6 Project: Career Skills Analysis and Desire Professional Summary

  | Unit 6 –  Learning Styles and Goal Setting |
| Unit 7 –  Reading Cognitively | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Quiz

  | Unit 7 –  Reading Cognitively |
| Unit 8 –  Thinking Critically With Your Career Goals in Mind | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Quiz

  | Unit 8 –  Thinking Critically With Your Career Goals in Mind |
| Unit 9 –  Professional and Ethical Concepts in Your Field | * Complete the Reading Topics
* Discuss your thoughts
* Attend the seminar
* Complete the learning activities
* Complete the Final Project

  | Unit 9 –  Professional and Ethical Concepts in Your Field |
| Unit 10 – Endings and Beginnings | * Complete the Reading Topics
* Discuss your thoughts
* Explore Resources

  | Unit 10 – Endings and Beginnings |

**GRADING CRITERIA/COURSE EVALUATION** [**TOP**](http://syllabus.next.ecollege.com/../1004C%20Approved%20Syllabi/1004CSyllabiReview9_28/CS124_Syllabi_1004C.doc#_top)

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments** | **Number** | **Points each** | **Total Points** |
| **Seminars** | **9** | **20** | **180** |
| **Discussion**  | **9** | **25** | **225** |
| **Activities** | **1** | **50** | **50** |
| **Projects** | **Unit 5****Unit 6** | **50****115** | **165** |
| **Quizzes** | **6** | **30** | **180** |
| **Final Project** | **1** | **200** | **200** |
| **Total Points** |  |  | **1000 Points** |

**KAPLAN UNIVERSITY GRADING SCALE** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Points** | **Percentage** | **Grade Point** |
| A | 930 – 1000 | 93-100% | 4.0 |
| A- | 900 – 929 | 90-92% | 3.7 |
| B+ | 870 – 899 | 87-89% | 3.3 |
| B | 830 – 869 | 83-86% | 3.0 |
| B- | 800 – 829 | 80-82% | 2.7 |
| C+ | 770 – 799 | 77-79% | 2.3 |
| C | 730 – 769 | 73-76% | 2.0 |
| C- | 700 – 729 | 70-72% | 1.7 |
| D+ | 670 – 699 | 67-69% | 1.3 |
| D | 600 – 669 | 60-66% | 1.0 |
| F | 0 – 599 | 0-59% | 0.0 |
| AU |   | Audit | N/A |
| CC |   | Credit by Examination | N/A |
| EC |   | Experiential Credit | N/A |
| I |   | Incomplete | N/A |
| NR |   | Not Required | N/A |
| P |   | Pass | N/A |
| R |   | Repeat | N/A |
| S |   | Satisfactory | N/A |
| TC |   | Transfer Credit | N/A |
| U |   | Unsatisfactory | N/A |
| W |   | Withdrawal | N/A |

**INSTRUCTOR’S GRADING CRITERIA/TIMETABLE** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

All course projects submitted on time will be graded within five days of their due date (the Sunday of the following unit). Late projects will be graded within five days of their submission date. Discussion and seminar grades will be updated each week no later than Sunday of the week following the Unit’s completion.

**POLICIES** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

Students who wish to review current policies (academic appeals, attendance/tardiness, plagiarism, etc.) should refer to the current [Kaplan University Catalog](http://online.kaplanuniversity.edu/SiteCollectionDocuments/kuonline/Catalog_2010-2011.pdf) and/or [Addendum](http://online.kaplanuniversity.edu/SiteCollectionDocuments/KU_addendum.pdf).

**LATE POLICY**

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED DURING UNIT 5**

**UNITS 1- 4, 6-9 (Projects):**

Unit projects are due Tuesday 11:59 pm ET of their assigned Unit.  Late unit projects are accepted with extenuating circumstances and instructor permission.

Final projects are accepted through Saturday of Unit 10 (only with extenuating circumstances and instructor permission).

Late projects (with extenuating circumstances): It is your responsibility to inform me (ahead of time, whenever possible) of extenuating circumstances that might prevent you from completing projects by the assigned deadline. In those situations, we will work together to come up with a mutually acceptable alternative.  A late submission deduction of 5 percentage points each week up to a maximum of 20 points will be applied to late projects.

**UNITS 1- 4, 6-9 (Discussion):**

After the unit deadline of Tuesday, 11:59 p.m. ET, late discussion board responses are accepted with extenuating circumstances and instructor permission.  Only answers to the original Discussion Board questions will be considered; participation credit will not be given for replies to classmates' postings. All late Discussion Board work should be posted to the appropriate unit on the Discussion Board.  Please remember to email me at <angwako@kaplan.edu > when late discussion work is posted so that I may review this previous unit.

**UNITS 1- 4, 6-9(Seminar):**

Seminar Option 2 submissions are accepted with extenuating circumstances and instructor permission.

**Incompletes**

Incompletes provide students with limited additional time to complete coursework after the term’s end.  To be considered for an incomplete, you should have completed approximately 75% of the coursework.  Please see the Kaplan University catalog for further information.  Whether or not to grant an incomplete is your instructor’s decision. **The deadline for requesting an incomplete for the December A term is Monday, February 14, 2011.** Incomplete coursework is due March 4, 2011.

**TUTORING** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

Tutoring and many other resources are available in the Kaplan University Writing Center. You can find everything from using commas to conducting research.  You can learn APA citation, review grammar, see sample essays, and this is just scratching the surface!  In addition, you can also chat with a live tutor during live tutoring hours (listed in the Writing Center) who can help you locate material within the Writing Center, understand a particular assignment, and explore the Kaplan library.  Finally, you can submit a paper and receive comments specific to that paper within 48-72 hours.

**PROJECTS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

A description of all projects to be completed can be found under each of the units in the course. Rubrics for all projects can be found in the “Rubrics” section at the end of this document, or [click here](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#RubricSeminar1) to skip to that section.

**SEMINARS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

A description of all seminars to be held can be found under each of the units in the course.  For the day and time of seminar for this course, refer to the [Instructor Information and Seminar Time](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#InstructorInfo) section of this document.

**Seminar Participation (synchronous discussion):**  You can earn credit for seminar by participating in 1 of the 2 options listed on the seminar page for a Unit.

Please note that you are in a course that has flexible seminars.  There will be a choice of seminar options offered weekly and you can choose to attend the seminar that best fits your schedule.  You will receive an invitation via email each week for seminar times.

**Seminar Option 1:** Seminars will be held using the Flexible Seminar tool.  Use the following instructions to enter seminar:

To access your Seminar, log in to your home page and click on the course for which you are attending Seminar. This will open two windows. The narrow window is called the remote control. In the remote control, please click on the “Open Seminar” heading at the bottom of the remote and then click the blue underlined text that says "Enter Open Seminar." After a brief pause, you will be in the Seminar. Your name should appear on the left side of the screen.

Please find your Seminar Rubrics for Seminar option 1 in the “Rubrics” section at the end of this document, or [click here](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#RubricSeminar1) to skip to that section.

**Seminar Option 2:**  Respond to the seminar discussion questions listed. Each response will be graded individually and posted to the grade book using the rubric found in the “Rubrics” section of this document.

Please find your Seminar Rubrics for Seminar option 2 in the “Rubrics” section at the end of this document, or [click here](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#RubricSeminar2) to skip to that section.

**DISCUSSION BOARDS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

A description of all discussion questions can be found under each of the units in the course.

**Discussion Question Participation:** Discussion Questions provide a forum for students to ask questions and answer important questions about the course material.  The discussion questions also allow students to receive feedback from the instructor and other students in the class. The instructor will interact with students within the discussion board each week. A discussion question grade will be posted to the grade sheet for each Unit.

Please find your Discussion Board Rubrics for all discussions in the “Rubrics” section at the end of this document, or [click here](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#RubricDiscussion) to skip to that section.

**NETIQUETTE** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. As a Kaplan University student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

     Wait to respond to a message that upsets you and be careful of what you say and how you
say it.

     Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.

     Never post a message that is in all capital letters -- it comes across to the reader as SHOUTING! Use boldface and italics sparingly, as they can denote sarcasm.

     Keep messages short and to the point.

     Always practice good grammar, punctuation, and composition. This shows that you’ve taken the time to craft your response and that you respect your classmates' work.

     Keep in mind that threaded discussions are meant to be constructive exchanges.

     Be respectful and treat everyone as you would want to be treated yourself.

     Use spell check!

You should also review and refer to the Electronic Communications Policy contained in the most recent Kaplan University Catalog.

*\*\*Note: This Syllabus is subject to change during current and future courses.  Please refer to the most updated Syllabus for this course provided by your instructor.*

**RUBRICS** [**TOP**](http://syllabus.next.ecollege.com/CurrentCourse/__System/Syllabus/Ngwako_Abigail_1005A_CS123_02.htm#_top)

**Discussion Board Participation Rubric**

|  |  |
| --- | --- |
| **Grading Criteria** | **Total Points Available: 25** |
| COMPONENTS: All components of the discussion question are  answered completely. | 9 |
| CONTENT: Replies to the discussion question(s) are on topic, include support from the readings, and integrates course material and/or personal experience to demonstrate an understanding of the course materials. | 9 |
| WRITING: Grammar, spelling and punctuation reflect college-level writing | 2 |
| PARTICIPATION: Provides substantial comments to a minimum of two student or instructor’s postings in order to further the discussion. | 5 |

**Seminar Rubric  Option 1**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **Grading Criteria** |
| A | 18 - 20 |     Frequent interactions on concepts being discussed by students and instructor     Posts are on topic and contribute to the quality of the seminar    Student arrives on time and stays the entire seminar |
| B | 16 -17.99 |     Some interactions on concepts being discussed by students and instructor     Posts are generally on topic and contribute to the quality of the seminar    Student is tardy or leaves early |
| C | 14 – 15.99 |     Few interactions on concepts being discussed by students and instructor     Student is tardy and leaves early |
| D | 12 – 13.99 |     No interactions on concepts being discussed by students and instructor     Off topic conversations    Student attends less than half of the seminar  |
| F | 0 – 11.99 |     Off topic conversations and/or abusive or inappropriate behavior    No interactions with students and instructor    Student attends a fraction of the seminar  |

**Seminar Rubric  Option 2  Assignments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Points** | **Quality****(8 points)** | **On-Topic** **(4 points)** | **Style/Grammar****(4 points)** | **Length/Comprehensiveness (4points)** |
| A | 18 - 20 | ·  Response makes informed references to Unit material·  Response covers each part of the assignment  | · Response is on topic and original· Student demonstrates ability to apply information through detailed examples | Response is clearly written using proper sentence structure and grammar  | Response meets posted length requirements  |
| B | 16 – 17.99 | · Response makes some reference to Unit material.· Response covers each part of the assignment  | · Response is on topic and original· Student demonstrates ability to apply information through examples |  Response is clearly written with minimal grammatical errors |  Response almost meets posted length requirements  |
| C | 14 – 15.99 | Response marginally covers each part of the assignment | Response is generally  on topic   | Response has some grammatical and/or spelling errors | Response does not meet posted length requirements |
| D | 12 – 13.99 | Response overlooks a part of the assignment | Response is not on topic | Response has some grammatical and/or spelling errors | Response does not meet posted length requirements |
| F | 0 – 11.99 | Response overlooks most of what was assigned | Response is not on topic | Response has many grammatical and/or spelling errors | Response does not meet posted length requirements |

**Project Rubrics**

**Unit 5 Project Rubric - Informational Interview Proposal**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **Project Grading Criteria** |
| **A** | **45 - 50** | Content/Format: Proposal is complete with each question answered thoroughly. Parts I and II complete. 10 – 12 questions listed in Part III.Structure: Information flows logically from one idea to the next.Language: Ideas are clearly expressed; Contains less than 3 spelling, punctuation, and/or sentence structure errors that do not interfere with the readability of the submission. |
| **B** | **40 -44.99** | Content/Format: Proposal is complete with each question answered.  Parts I and II complete.  7 – 9 questions listed in Part III.Structure: Information flows logically from one idea to the next.Language: Ideas are generally clear; Contains 3-5 spelling, punctuation, and/or sentence structure errors that do not significantly interfere with the readability of the submission. |
| **C** | **35 – 39.99** | Content/Format: Proposal is mostly complete with parts I and II complete.  5 – 6 questions listed in Part III.Structure: Information does not always flow logically from one idea to the next. Content is fragmented.Language: Ideas are sometimes clear; 6-8 spelling, punctuation, and/or sentence structure errors that interfere with the readability of the submission. |
| **D** | **30 – 34.99** | Content/Format: Proposal is not thorough enough with one or more pieces of information missing in Parts I, II, and III.Structure: Information does not flow logically from one idea to the next.Language: Ideas are not clearly expressed; spelling, punctuation, and/or sentence structure errors significantly interfere with the readability of the submission. |
| **F** | **0 – 29.99** | Content/Format: Very underdeveloped, inappropriate, or unrelated to topic.Plagiarized work: Definitions and information copied from websites or other sources without quotation marks and proper citation.No Project Submitted |

**Unit 6 Project Rubric – Career Skills Analysis**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **Project Grading Criteria** |
| **A** | **67.5 - 75** | Content/Format: Career Skills Analysis is complete with 5 items thoroughly completed in each category.Structure: Information flows logically from one idea to the next.Language: Ideas are clearly expressed; Contains less than 3 spelling, punctuation, and/or sentence structure errors that do not interfere with the readability of the submission.  |
| **B** | **60 – 67.49** | Content/Format: Career Skills Analysis is complete with a minimum of 4 items thoroughly completed in each category.Structure: Information flows logically from one idea to the next.Language: Ideas are generally clear; Contains 3-5 spelling, punctuation, and/or sentence structure errors that do not significantly interfere with the readability of the submission.  |
| **C** | **52.5 – 59.99** | Content/Format: Career Skills Analysis is mostly complete with a minimum of 3 items completed in each category.Structure: Information does not always flow logically from one idea to the next. Content is fragmented.Language: Ideas are sometimes clear; 6-8 spelling, punctuation, and/or sentence structure errors that interfere with the readability of the submission. |
| **D** | **45 – 52.49** | Content/Format: Career Skills Analysis not thorough enough with 2 or fewer items listed in each category.Structure: Information does not flow logically from one idea to the next.Language: Ideas are not clearly expressed; spelling, punctuation, and/or sentence structure errors significantly interfere with the readability of the submission.  |
| **F** | **0 – 44.99** | Content/Format: Very underdeveloped, inappropriate, or unrelated to topic.Plagiarized work: Definitions and information copied from websites or other sources without quotation marks and proper citation.No Project Submitted |

**Final Project**

***Your Final Project will be due at the end of Unit 9.***

**Unit Nine Project: Final Project Informational Interview**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **Project Grading Criteria** |
| **A** | **180-200** | Content: Introduction, discussion, and conclusion are complete with each question answered thoroughly. No more than 25% of paper is in quotations.Structure: Information flows logically from one idea to the next; clear and smooth transitionsLanguage: Ideas are clearly expressed; only a very few minor spelling, punctuation, and/or sentence structure errors that do not interfere with the readability of the submissionFormat: Meets the (3-5 pages) requirement; double-spaced text; Arial or Times New Roman 12 point font References: Includes three or more references with enough information for the reader to find the specific source.  |
| **B** | **160-179** | Content: Introduction, discussion, and conclusion are mostly complete (fewer than 4 topic points are omitted). No more than 25% of paper is in quotations.Structure: Information flows with relative coherence from one idea to the next; clear transitionsLanguage: Ideas are generally clear; minor spelling, punctuation, and/or sentence structure errors that do not significantly interfere with the readability of the submissionFormat: Meets the (3-5 pages) requirement; double-spaced text; Arial or Times New Roman 12 point font References: Includes three with enough information for the reader to find the specific source.  |
| **C** | **140-159** | Content: Introduction, discussion, and conclusion are completed on a surface level and/or 4 – 6 topic points are omitted.    Structure: Connections generally made from one idea to the next; unclear transitionsLanguage: Ideas are sometimes clear; several spelling, punctuation, and/or sentence structure errors that interfere with the readability of the submission Format: Meets the (3-5 pages) requirement; double-spaced text; Arial or Times New Roman 12 point font References: Includes less than three references with enough information for the reader to find the specific source.  |
| **D** | **120-139** | Content: Introduction, discussion, and conclusion are not thorough with more than 6 topic points omitted.  Structure: No, or almost no, connection made from one idea to the next; poor transitionsLanguage: Ideas are not clearly expressed; many spelling, punctuation, and/or sentence structure errors that significantly interferes with the readability of the submissionFormat: Does not meet the (3-5 pages) requirement or stylistic standards (double-spaced text; Arial or Times New Roman 12 point font)References: Does not include references.  |
| **F** | **0-119** | Content: Inappropriate topic or topics unrelated to requirementsPlagiarized work *(Definitions and information copied from websites or other sources without quotation marks and proper citation)*No Project Submitted.  |