

**Business and Economics Department**  
**School of Arts, Sciences, and Business**  
Spring 2021

**Course: NPM 510: Leadership and Organizational Development in Nonprofits**

**Course schedule:** *Online*

**Instructor:** Heather Carpenter

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*Office hours:* By appointment

**Technology Requirements:** All learners must use Brightspace (online learning management system), Loyola/Notre Dame digital library services, Microsoft Office products, and NDM email. **Use NDM email account** (which can be forwarded to any other email account) **is a requirement— no exceptions.** Contact IT services at x5200 if you need assistance in forwarding your school email to your preferred account. Many, but not all, features in Brightspace can be accessed through your mobile device; therefore, you will need access to a computer (laptop or desktop) throughout the course. Firefox is the preferred browser for Windows users.

**NPM 510 Course Description:**

This course develops learners' personal capacities to lead others and manage leadership development. Learners grapple with current leadership issues applying theory and extending lessons provided by cases and ideas of leaders both past and present. Personal leadership and interpersonal skill are developed through guided exercises in group interaction, emotional intelligence, self-awareness, and reflection. Pre-requisite: NPM-502 and a minimum of 9 credits completed in either MA in Leadership and Management, MA in NPM or graduate certificate program. Students who are at least midway through other graduate programs are welcome to attend with permission of the instructor. [ 3 credits ]

**NPM Program Objectives:**

OBJ	Program Goal MA in Nonprofit Management	Course Objective
1	Cultivate the skills and knowledge needed to succeed as leaders in nonprofit or philanthropic or social enterprise or voluntary action organizations.	Assesses leadership strengths and weaknesses through textual readings and analyses
2	Understand the theory, context of nonprofit or philanthropic or social enterprise or voluntary action sector in a global, national, local and regional perspective.	Compares and evaluates leadership models in nonprofit sector  Contrasts leadership and development needs of for-profit and nonprofit sectors

		Analyzes management and organizational development theories
3	Implement management processes, practices, forms and structures in nonprofit or philanthropic or social enterprise or voluntary action organizations.	Applies leadership tools to practical situations

### Required texts and readings:

Northouse, P. G. (2018). *Leadership: Theory and practice*. Sage publications.

Sharma, M. (2017). *Radical transformational leadership: Strategic action for change agents*. North Atlantic Books.

### Articles:

Anderson, H. J., Baur, J. E., Griffith, J. A., & Buckley, M. R. (2017). What works for you may not work for (gen)me: Limitations of present leadership theories for the new generation. *The Leadership Quarterly*, 28(1), 245-260. doi: <http://dx.doi.org/10.1016/j.leaqua.2016.08.001>

CompassPoint Nonprofit Services. Daring to Lead.

Heifetz, R. A., & Laurie, D. L. (2001). The work of leadership. *Harvard Business Review*, 79(11), 131-141.

Ibarra, H. (2015). The authenticity paradox. *Harvard Business Review*, 93(1/2), 52-59.

Lee, S., Han, S., Cheong, S., Kim, S. L., Yun, S. (2017). How do I get my way? A meta-analytic review of research on influence tactics. *The Leadership Quarterly*, 28(1), 210-228. doi: <http://dx.doi.org/10.1016/j.leaqua.2016.11.001>

Lipman-Blumen, J. (2005). The allure of toxic leaders: Why followers rarely escape their clutches. *Ivey Business Journal*, 69(3), 1-8.

Lutz Allen, S., Smith, J. E., & Da Silva, N. (2013). Leadership style in relation to organizational change and organizational creativity: Perceptions from nonprofit organizational members. *Nonprofit Management & Leadership*, 24(1), 23-42. doi: <http://dx.doi.org/10.1002/nml.21078>

### Course Format, Procedures, and Policies

Methods of instruction for this course include online discussion, a final project/paper, and assigned readings. The course involves extensive student engagement with the content through commenting, questioning, and probing ideas and solutions. Brightspace is used to disseminate grades, post-course content, provide reading materials, and submit assignments.

### Course Requirements, Grading Scale, and Standards

It is expected that all assignments will be submitted as Word Documents electronically through Brightspace by midnight on designated due date. Assignments received after midnight on the due date – will be marked down one point per day. Late submission of written assignments must have prior approval of the instructor. Without prior permission, late work will be marked down.

Your assignments will be graded in Brightspace and posted within two weeks of the assignment submission.

All written papers and reports should reflect a level of quality that is appropriate for your level of study, including following APA formatting with attention to spelling, punctuation and grammar.

Each assignment has detailed instructions in its rubric (See Appendix). Please follow each rubric carefully, as that is how grades are determined. Written work will be evaluated on content, logical flow of ideas, sentence structure, grammar, and punctuation. Detailed instructions explaining each assignment and the grading mechanisms are provided in the rubric document.

Formal written assignments will be evaluated through anti-plagiarism software prior to grading. Learners will strictly adhere to the school’s Honor Code. Please include a signed, honor code statement with each formal paper. Papers lacking the honor code statement will not be graded. Suspicion of plagiarism on any written assignment (formal or informal) will result in a grade of “F” for the course.

**Grading Categories and Grading Scale**

<b>Category</b>	<b>Activity</b>	<b>Assessment</b>	<b>Value</b>	<b>Total</b>
Reflection	Reflection	Reflection rubric	7@ 40 points	380
	Leadership Journal	Reflection rubric	100	
Discussions	Online discussions	Discussion rubric	6@ 35 points	210
Biographical Leader Final Project	Identify book	Points	40 points	410
	Progress Memo 1	Points	60 points	
	Progress Memo 2	Points	60 points	
	Case Paper	Case Paper rubric	200 points	
	Presentation	Oral presentation rubric	50 points	
<b>TOTAL</b>				<b>1000</b>

*Grading Scale*

<b>Letter Grade</b>	<b>Percentage</b>
A	95 - 100%
B+	90 - 94%
B	84 - 89%
C+	79 - 83%
C	70 - 78%
F	Below 70%

## University Policies

### *NDMU Technology Use*

All students must use Brightspace, Loyola/Notre Dame digital library services, Microsoft Office products, and NDMU email. **Use of NDMU email account** (which can be forwarded to any other email account) **is a requirement—no exceptions**. Contact IT services at x5200 if you need assistance in forwarding your school email to your preferred account.

Students should be aware that expectations for appropriate technology use can change based on the unique needs of specific teaching and learning experiences and that they should seek clarification from the instructor if there is any confusion. Violation of the NDMU Technology Use policy is a violation of the NDMU honor code policy.

### *Disability Support Services*

Learning support services and accommodations are available to students covered under the Americans with Disabilities Act. If you require accommodations in this course, you must immediately contact the Director of Disability Support Services at 410-532-5401. The Director will meet with you, review the documentation of your disability, discuss the services offered, and any accommodations you require for specific courses. It is extremely important that you begin this process at the beginning of the semester. Please do not wait until the first test or paper. It is the student's responsibility to share the accommodation plan with the instructor of the course prior to the due date for tests or other assignments.

### *Academic Integrity Statement/Honor Code*

By enrolling at Notre Dame of Maryland University, every student accepts and is bound by the Honor Code. The Honor Code is based on respect for the individual, personal responsibility, and honesty. It requires students, faculty, staff and administrators to uphold Honor Board procedures, including the reporting of violations. The Honor Code expects academic honesty, and assumes that any work students submit is their own. A full discussion of the Honor Code and an explanation about potential sanctions for violation is found in the current NDMU catalog.

Students are expected to adhere to the University's standards for academic honesty. A statement of the Honor Code is in the University catalog. Violations of the Honor Code include cheating, plagiarism, and falsification of records or data, unauthorized reuse of work, misrepresentation in bibliography/reference and citations, as well as dishonest use of computer facilities, student ID, Brightspace and student emails accounts, etc. It is the learner's responsibility to be aware of behaviors that constitute academic dishonesty: i.e., ignorance is not an acceptable excuse for honor code violations.

Each student is expected to do his or her own work. Students may discuss approaches to assignments, and use software or others to proofread work; but using someone else's words, calculations, figures, or ideas with the student's name as author is plagiarism. Suspicion of plagiarism will result in a grade of "F" for the assignment. If the student has violated the honor code one or more times before, the student will be given a final grade of "F" for the course.

Plagiarism is considered a very serious honor code violation. If there are any questions about the nature of plagiarism (what you can and cannot do), please consult one or more of the following: the professor, a Loyola/Notre Dame reference librarian, a staff member of The Writing Center or at the Career Center. Students will be held fully accountable if they are found to have

plagiarized. Always credit your source when you use anyone else’s language, ideas, tables, charts, pictures, or even music/sounds.

### Course Schedule

Week	Dates	Unit/Topic	Readings	Activities & Assignments
1	1/25-1/31	Introduction & Trait Leadership	Northouse Ch. 1 & 2 Sharma Introduction & Ch. 1	Introduction Discussion Reflection 1: Leadership Trait Questionnaire
2	2/1-2/7	Skills and Behavior	Northouse Ch. 3 & 4 Sharma Ch. 2 & 3 Lutz-Allen et al., 2013	Discussion Forum 2 Reflection 2: Skills Inventory & Leadership Behavior Questionnaire Leader book identified and shared with Dr. Carpenter
3	2/8-2/14	Situational, Path Goal, and Leader-Member Exchange	Northouse Ch. 5, 6 & 7 Sharma Ch. 4 & 5 Compasspoint Landles-Cobb, 2015	Discussion Forum 3 Reflection 3: Situational, Path-Goal Leadership Questionnaire, LMX 7 Questionnaire
4	2/15-2/21	Transformational, Authentic and Servant Leadership	Northouse Ch. 8, 9, 10 Sharma Ch. 6, 7, 8 Sargent & Day, 2018	Discussion Forum 4 Reflection 4: Multifactor Leadership, Authentic Leadership, and Servant-Leadership Questionnaire Leader Book Progress Memo
5	2/22-2/28	Gender and Ethnicity	Northouse Ch. 15 Sharma Ch. 9 Ibarra (2015)	Discussion Forum 5 Reflection 5: Gender-Leader Implicit Association Test
6	3/1-3/7	Cultural Contexts & Adaptive Leadership	Northouse Ch. 11 & 16 Sharma Ch. 10 & 11 Anderson et al. (2017) Heifetz (2001)	Discussion Form 6 Reflection 6: Adaptive Leadership Questionnaire & Dimensions of Culture Questionnaire Leader Book Progress Memo and Paper Outline
7	3/8-3/14	Critical Perspectives & Ethical Leadership	Northouse Ch. 13 Sharma Ch. 12 Lipman-Blumen, 2005	Discussion Forum 7 Reflection 7: Ethical leadership styles questionnaire
8	3/15-3/21	Leading Together	Northouse Ch. 14	Biographical Leader Case Paper & Virtual Presentation Leadership Self-study

### Assignment Instructions and Rubrics

## A. Discussion Posts

Each week there will be a discussion post based on the course readings. The content of your discussions should be posted directly in the discussion area (type directly or copy/paste from an existing file); it should be a minimum of 350 words in length. All discussion content must be posted by the deadline. Each discussion requires you to answer a specific question. In addition to answering a question in the content of your discussion, you must comment on the discussion of at least one other learner. Your responses to other learners must be focused, respectful, and professional; each should be a minimum of 100 words in length. Your response should continue and extend the conversation about the case, not merely affirm the ideas of others. In order to get full credit/excellent for the discussions you are to incorporate and synthesize the course readings into your discussion post. You are also to include in-text citations. In order to get a score of excellent it is recommended that you reply to more than one classmate. Each reflection post is worth 35 points. Initial replies are due Thursday midnight and replies due Sunday midnight. Specifics of grading are described in the table below:

<b>Element</b>	<b>Excellent (100%)</b>	<b>Good (90%)</b>	<b>Basic (80%)</b>	<b>Rudimentary (70%)</b>	<b>Unacceptable (60%)</b>
<b>Content (60%)</b>	Discussion content is well-focused on the topic. It adds insight from a scholarly as well as a personal perspective. It references key points from assigned readings and draws linkages.	Discussion content is focused on the topic. It blends and scholarly and personal perspectives. It references key points from assigned readings.	Discussion content addresses the topic. Scholarly and personal perspectives may not be balanced. Key points from assigned readings may not be integrated.	Discussion content does not adequately address the topic. The scholarly and personal perspectives may not be balanced. There is little evidence that the assigned readings have been mastered.	Discussion not on topic or not substantive.
<b>Mechanics/ citations (20%)</b>	Discussion is at least 350 words in length, flows smoothly, and is free of spelling, grammar, and citation errors.	Discussion is at least 350 words in length, flows smoothly, and contains only a few minor spelling, grammar, or citation errors.	Discussion may be less than 350 words in length, may not flow smoothly, or may contain several minor spelling, grammar, or citation errors.	Discussion is less than 350 words, is poorly phrased, or contains significant spelling, grammar, or citation errors.	Sentence fragments distract from the work. Citations or references are missing.

<b>Response (20%)</b>	Thoughtful, respectful, insightful reply of at least 100 words to at least one other learner.	Respectful comments of at least 100 words to at least one other learner that address the topic, but lack insight.	Respectful comments of fewer than 100 words to one other learner that address the topic, but lack insight.	Respectful comments of fewer than 75 words that do not address the topic.	Missing or not substantive.
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## B. Reflection Assignments

You will keep a reflection journal that will form the foundation for your Leadership Self-Study project in week 8. In each of 7 reflections, you will be directed to complete several exercises in Leadership Theory and Practice (Northouse, 2019). The prompts for each reflection assignment are in the Brightspace course room. These reflections are *private conversations with the instructor*, so feel free to ask questions. Late reflections will not be accepted unless you obtain prior approval from the instructor. Each reflection is worth 40 points.

<b>Element</b>	<b>Excellent 100%</b>	<b>Good 90%</b>	<b>Basic 80%</b>	<b>Rudimentary 70%</b>	<b>Unacceptable 60%</b>
<b>Unit reflections 50%</b>	Indicates deep thought about the personal, societal, and leadership implications of the material presented in the unit.	Indicates thought about the personal, societal, and leadership implications of the material presented in the unit. Responds to each reflection posed.	Indicates basic thought about the unit. Responds to each reflection posed.	Makes a cursory attempt to answer questions. Only assesses implications of some units or doesn't respond to reflections posed for all units.	Fails to assess and reflect.
<b>Mindfulness 30%</b>	Mindfully and insightfully responds to <u>all</u> aspects of reflection posed in each of the units.	Mindfully responds to <u>all</u> aspects of reflection posed in each of the units.	Responds to <u>all</u> aspects of reflection posed in each of the units.	Responds to <u>most</u> aspects of reflection posed in each of the units.	Superficial or incomplete
<b>Personal assessment 20%</b>	Demonstrates deep, mindful introspection	Demonstrates introspection on the	Shows some introspection on the	Limited attempt to answer the	Fails to introspect.

	on the personal growth and collaboration	personal growth and collaboration	growth and collaboration	questions. Some, but not much thought or care demonstrated	
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### C. Leadership Self Study

The Leadership-Self Study summarizes and analyses the reflection assignments developed over the term. Leadership is NOT about position, so do not feel constrained to the workplace to do this exercise! Because this activity will take considerable time, please begin this process early in the term so you can be ready to write by week 8. This assignment summarizes the reflection assignments with the following three questions. 1) What are your leadership strengths? 2) What are your areas of leadership improvement 3) What areas of leadership do you want to learn more about and pursue in your professional development journey

Element	Excellent 100%	Good 90%	Basic 80%	Rudimentary 70%	Unacceptable 60%
<b>Reflection analysis 20%</b>	Summarizes and analyzes the reflection journals. Indicates deep thought about the implications.	Summarizes and analyzes the reflection journals. Indicates thought about the implications.	Basic analysis of the reflection journals. Indicates some thought about the implications.	Summarizes the reflection journals. Indicates cursory thought about the implications.	Failure to analyze and reflect
<b>Personal, societal, and leadership implications. 40%</b>	Indicates deep thought about the personal, societal, and leadership implications of the findings.	Indicates thought about the personal, societal, and strategic leadership implications of findings.	Indicates basic thinking about the personal, societal, and leadership implications of the findings.	Makes a cursory attempt to answer questions. Only assesses implications of some aspects.	Fails to assess and reflect.
<b>Summary 20% How have I grown over the term?</b>	Summarizes the meaning of the course for you. Includes at least 3 thoughtful insights into	Summarizes the meaning of the course for you. Includes 2 thoughtful insights into how your	Summarizes the meaning of the course for you. Includes a thoughtful insight into how your	Summarizes the course, in general, but does not provide insight into your growth in the topic.	Fails to summarize.



	how your views of leadership have developed.	views of leadership have developed.	views of leadership have developed.		
<b>Plan 20%</b> <b>How will I integrate the knowledge from this course into my work?</b> <b>What changes do I want to make in the future?</b>	Includes thoughtful ideas and insights gained into improving your own leadership practice. Illustrates four or more practical applications of the lessons learned from the course.	Includes general ideas into improving your own leadership practice. Illustrates at least three applications of the lessons learned.	Makes an attempt to outline ways of improving your own leadership practice using ideas gained the course. Makes an attempt to apply at least two lessons learned.	Shows little effort in assessing your own leadership practice or fails to address lessons from the course. Makes passing reference to the lessons learned.	Fails to plan.

#### **D. Biographical Leader Final Project**

*You will select a biographical book about a leader that discusses the leader in context of their organization. The book must be selected by the end of week 2, and the project spans the entire term and culminates in a research-based case paper.*

The assignment challenges you to write about concepts of leadership and organizational effectiveness.

You will analyze *your book* and isolate three or four objectives to help formulate four research questions that you will answer based on course materials and your own, independent research. Your objectives must include ethical implications of diversity (e.g., national origin, personality, temperament, education), organizational and interpersonal communications, leadership styles, and expectations (both positive and negative) on leaders and followers. Your questions and answers must focus on applying the competing theoretical lenses we use throughout the course. Your analysis should include multiple theories of leadership that we discussed throughout the semester (Northouse, 2019), and be tempered by the wisdom of leadership from (Sharma, 2017)

In your questions and answers, you will assess the extent to which leadership models we have discussed in class could be applied to solve dilemmas faced in the situations you highlight in your case overview. At a minimum, your questions and answers should shed light on the challenges in developing as a leader, challenges from the followership perspective, diversity implications, and ethical challenges.

1. Identify Book
2. Progress Memo 1: A brief 1 page memo describing how you are progressing in your paper assignment including how much you have written and what you have left to write. Also, identify what questions you have about the final paper assignment. It is helpful if you include a timeline with action items of what you will complete. You will receive full points for submitting this memo. Dr. Carpenter will schedule a time to meet with you virtually to answer any questions that you identify in your memo.
3. Progress Memo 2: A brief 1 page memo describing how you are progressing in your paper assignment including how much you have written and what you have left to write. Also, identify what questions you have about the final paper assignment. It is helpful if you include a timeline with action items of what you will complete. You will receive full points for submitting this memo. Dr. Carpenter will schedule a time to meet with you virtually to answer any questions that you identify in your memo.
4. Leadership Book Paper

In your paper, you must design an analytical framework that includes the materials you have read. Papers should use no larger than 1" margins, Times New Roman 12 font, be double-spaced, at least 8 pages long excluding title, contents, or reference pages (excellent papers likely will be longer). You must support the answers to the questions and your analysis with citations from your book as well as facts from scholarly literature using more than 8 references. You may use the class books as two of your references. The citations and references should follow the APA format. Late papers will not be accepted unless you obtain prior approval from the instructor.

In past classes, successful papers have included objectives that juxtapose the positive and negative aspects of the theories that have been covered in class. For example: assess positive and negative self-awareness characteristics of leaders and followers on organizational effectiveness; assess positive and negative effects of self-management on leader-follower relationships in addressing generational differences; compare ethical implications of transactional and transformational leader behaviors; or assess leadership strengths and weaknesses affect organizational culture, ethics, and values. At a minimum, consider the following elements as you write your paper.

1. Ethical and diversity considerations (include age, gender, temperament, etc.)
2. Roles played and behaviors displayed by the leader as well as followers
3. Evidence of the application (or misapplication) of transformational and resonant leadership practices
4. Organizational impact of leaders' successes and mistakes-- what led to them, what can be done, and what are the individual and organizational implications for the long term.

Your paper's structural elements should be:

1. **Title page.** Remember your name and honor code statement. A running head is NOT required, but page numbers should appear in the upper right of each page.

**2. Analytic framework.** This section will include your introduction and your thesis statement. Although it is at the beginning of the paper, it will be among the last things you finalize when writing your paper. The analytic framework inevitably changes as you do your research!

**3. Case overview.** This section summarizes elements of the biography of your leader and their organization that are essential to your exploration of the learning objectives you plan to address in your questions. To do this, you will necessarily choose only themes from the book that are necessary to flesh out the ideas you are emphasizing. This section should comprise no more than one-third of your paper.

**4. Case objectives.** In a paragraph, describe your objectives within the context of your analytic framework.

**5. Case questions.** Develop at least three significant questions that you might expect someone who uses your case to be able to answer by incorporating materials we have used throughout the course with some independent research. Your questions should *challenge* learners to write essays that apply and integrate information and concepts learned in our course in answering the specific case question. Consider using tables and charts in your explanations. Consider *how* you are going to present this case study as a series of questions within the context of leadership concepts, leader development, and organizational success. State the criteria (theoretical lenses) against which you assess positive and negative attributes and organizational effects.

**6. Answers to Case Questions.** List each question and then provide a correct, clearly written answer to the question. The primary intellectual contribution in case writing is found in this portion of the project. Write a complete answer to each discussion question that demonstrates comprehension, application, and integration of information and concepts. Each question should contain references from course materials and your own independent research. Remember to cite your sources using APA format (see <http://www.loyola.edu/library/ref/tutorials/drafting-a-paper/intext-tutorial.htm> ). Ordinarily, each question will require an answer of at least two pages in length.

**7. References.** The reference section includes references to all materials cited throughout the paper. For an “excellent” paper, you will need more 8 references overall. Use APA guidelines to format this section. Here is the link for APA style referencing from the LNDL site <http://guides.lndlibrary.org/content.php?pid=365555&sid=2992418>

The following scoring matrix scoring matrix details expectations for the paper.

**Case Paper Rubric [200 points]**

<b>Element</b>	<b>Excellent 100%</b>	<b>Good 90%</b>	<b>Basic 80%</b>	<b>Rudimentary 70%</b>	<b>Unacceptable 60%</b>
<b>Paper length and required components (20%)</b>	The paper is over the required length and includes all the required components.	The paper is at least the required length. The paper includes	The paper barely meets the minimum requirement for length and is missing one	The paper is less than required page length and/or the paper is missing many	The report is not appropriate or acceptable.

		the required components.	required component.	required components.	
<b>Introduction and conclusion (20%)</b>	Has a strong introduction and/or conclusion.	Has a good introduction and/or conclusion.	Contains a basic introduction and/or conclusion.	Introduction and/or conclusion is weak.	Not appropriate or not acceptable.
<b>Body (20%)</b>	Accurately and incisively summarizes the purpose. Main points are emphasized and synthesized.	Accurately summarizes the purpose. Important points are emphasized and somewhat synthesized.	Summarizes the purpose. Some points are emphasized, but there is little synthesis.	The body is weak, but appears earnest.	The body is sloppy and poorly crafted in the extreme.
<b>Integration of course concepts (10%)</b>	Thoroughly and seamlessly integrates the course materials.	Integrates the course materials.	Missing substantial evidence of integration of course material.	Superficial integration of course materials.	No integration or integration is sloppy and poorly crafted in the extreme.
<b>Mechanics/ Grammar (20%)</b>	Structure is evident and understandable. Writing is fluid, grammar is correct, and spelling is flawless.	Structure is evident and generally understandable, although certain areas may contain errors. Writing is solid, grammar is competent, and spelling errors are rare.	Lacks a solid structure, which makes certain points difficult to follow. Contains many spelling, punctuation, and grammatical errors.	Poorly written or difficult to follow from point to point. Spelling, punctuation, and grammatical errors are widespread.	Poorly written AND difficult to follow from point to point. Spelling, punctuation, and grammatical errors are rampant.

<b>APA Style (10%)</b>	References, citations, and parenthetical documentation are appropriate and correct.	References, citations, and parenthetical documentation are appropriate and usually correct.	References, citations, and parenthetical documentation contain errors.	References, citations, and parenthetical documentation are incorrect or missing.	Most references, citations, and parenthetical documentation are incorrect or missing.
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### Final Project Oral Presentation Rubric

You will record and upload a screencast a 5-7 minute presentation of your case study that demonstrates your mastery of public speaking as well as your scholarship.

<b>Element</b>	<b>Excellent 100%</b>	<b>Good 90%</b>	<b>Basic 80%</b>	<b>Rudimentary 70%</b>	<b>Unacceptable 60%</b>
<b>Presentation Structure 10%</b>	Structure is evident and understandable. Transitions smoothly from point to point and paragraphs are composed of solid sentences. APA references are correct and are provided either in a slide or in a handout.	Structure is evident and generally understandable, although certain areas may contain errors. Usually transitions smoothly from point to point, but some transitions are weak. APA references are mostly correct and are provided either in a slide or in a handout.	The presentation lacks a solid structure, which makes certain points difficult to follow. APA references may contain minor errors but are provided either in a slide or in a handout.	Earnest, but difficult to follow.	Disorganized and/or difficult to understand. APA reference list may be missing.
<b>Presentation Content 30%</b>	Presentation summarizes project. The presentation transitions smoothly from point to point and emphasizes the <i>why</i> rather	Presentation summarizes project. The presentation transitions smoothly from point to point, but emphasizes the <i>what</i> rather	Presentation summarizes project but emphasizes few key aspects. The presentation may not smoothly transition from	Deficient summary, but earnest attempt. Seems more like an undergraduate attempt.	The presentation does not meet basic criteria.

	than the <i>what</i> of the situation	than the <i>why</i> of the situation.	point to point; it emphasizes the <i>what</i> rather than the <i>why</i> of the situation.		
<b>Visual Effectiveness 15%</b>	Visual materials are clear and uncluttered, efficiently conveying and distilling concepts. Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Visual materials convey concepts and do not include distractions (such as too many words per line/slide or hard-to-read charts). Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Visuals do not meet professional standards (they may be cluttered or hard to read). Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	Deficient visuals, but effort appears earnest. Seems more like an undergraduate attempt	Visual presentation inadequate
<b>Physical presence 20%</b>	Physical delivery techniques (posture, gesture, eye contact, etc.) make	Physical delivery techniques (posture, gesture, eye contact, etc.) make	Physical delivery techniques (posture, gesture, eye contact, etc.) detract from the understandability	Earnest attempt to deliver message.	Physical delivery inadequate.

	presentation compelling.	presentation interesting.	y of presentation.		
<b>Vocalization 10%</b>	Vocal delivery techniques (vocal expressiveness, intonation, etc.) make presentation compelling.	Vocal delivery techniques (vocal expressiveness, intonation, etc.) make presentation interesting.	Vocal delivery techniques (vocal expressiveness, intonation, etc.) detract from the understandability of presentation	Earnest attempt to deliver message.	Vocal delivery inadequate.
<b>Timing 15%</b>	The presentation is approximately 5-7 minutes in length ( $\pm 30$ seconds)	The presentation is approximately 5-7 minutes in length ( $\pm 45$ seconds)	The presentation may be over or under 5 minutes in length ( $\pm 60$ seconds)	The presentation may be over or under 5 minutes in length ( $\pm 90$ seconds)	The presentation is excessively long or short.