

Spring Semester 2019
Pacific University – Department of Social Work and Public Health
PH 380 – Public Health Field Experience

Instructor: Matthew Town, PhD, MPH
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Office Location: Carnegie Hall 209
Office Hours: Wednesdays: 2:15pm – 3:30pm or e-mail me to coordinate a time
Professor Town is responsible for course assignments and student evaluation.

Instructor: Rose Dahl, MLIS
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Office Location: Carnegie Hall 201
Office Hours: Various times available Monday – Thursday at rdahl.youcanbook.me
Rose is the liaison between Pacific and your host agency and manages the MyInternshipJournal (MIJ) website, learning contracts, and fieldwork evaluation.

Final Exam Period: Thursday, May 9th at 3:00pm to 5:30pm

NOTE: Instructors reserve the right to make changes to the syllabus as needed; you are responsible for keeping up with any changes. Please check Moodle regularly to get the most current information. We will always give adequate warning to changes in the syllabus.

Course Description

This course will provide students with an opportunity to integrate theoretical and applied learning in a community setting. Students will complete a 100-hour practicum in an approved placement under the supervision of an agency staff member in consultation with a Public Health faculty member. Students will complete a signed learning agreement in the beginning of the practicum, which will guide their individualized learning experiences. Students will be required to meet with the instructor and other public health students in a weekly seminar setting to discuss their work in the field placement. In addition to hours spent working in the field, students will be expected to complete assignments and readings intended to enhance the practicum experience. *Prerequisites:* Junior standing; declared Public Health major; PH 200; and PH 300, PH 352, or PH 355 Program Development.

Role in the Public Health curriculum

The seminar will help students develop a greater understanding of the practicum host organizations, the populations they serve, and the underlying causes of the health problems they address. As a civic engagement course, the seminar will encourage students to reflect on their role as citizens and public health professionals in addressing issues of public concern. In Capstone I and II, students refine and present a proposal for public health program of their own design, drawing on their experience during the field seminar. Many

students design a senior project that works with similar populations, approaches, or health issues as in their field experience.

Student Learning Outcomes

By the end of the course, students should be able to achieve the following course-specific learning outcomes:

- Identify examples of and strategies for civic engagement in public health
- Apply concepts of generalist public health education to public health issues; including the socioecological model and a population health perspective
- List the range of entities that encompass the public health system and how these agencies fit together to promote public health
- Discuss ethical dilemmas and standards in public health practice
- Reflect on personal interests and growth as a public health professional

This course also contributes to the following learning outcomes for the *Public Health* major:

- Appreciate the role of multiple determinants of health across diverse populations and health issues.
- Identify social injustices and propose strategies for change.
- Understand and communicate using public health terminology, including epidemiological measures.

In addition, this class meets the Civic Engagement (CE) Core requirement. Upon completion of this requirement students will be able to:

- connect and extend knowledge (facts, theories, etc.) from one's own academic study to civic engagement and to one's own participation in civic life, politics, and government.
- demonstrate the ability to effectively express, listen, and adapt to others and communicate ideas in a civil manner
- demonstrate attitudes in line with democratic aspirations (e.g., equality, liberty, and justice) and practices (e.g., social responsibility and inclusion of diverse perspectives in civic processes and community life)
- prepare for, carry out, and critically reflect upon civic action to address a public problem in a manner that demonstrates personal integrity and ethical conduct.

Expectations for field learning

While in the field, students are expected to do the following . . .

- Participate in activities that contribute to one or more of the **10 Essential Public Health Services** (to be identified on the Learning Contract)
 1. Monitor health status to identify and solve community health problems.
 2. Diagnose and investigate health problems and health hazards in the community.
 3. Inform, educate, and empower people about health issues.
 4. Mobilize community partnerships and action to identify and solve health problems.
 5. Develop policies and plans that support individual and community health efforts.

6. Enforce laws and regulations that protect health and ensure safety.
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. Assure competent public and personal health care workforce.
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services.
10. Research for new insights and innovative solutions to health problems.

While in the field, students are expected to do the following . . .

- Develop competency in three or more skill areas or “domains” in the **Public Health Core Competencies** (specific competencies within each domain to be identified on the Learning Contract)
 1. Analysis/Assessment
 2. Policy Development/Program Planning
 3. Communication
 4. Cultural Competency
 5. Community Dimensions of Practice
 6. Public Health Sciences
 7. Financial Planning and Management
 8. Leadership and Systems Thinking
- Meet the **Basic Competencies for Pacific University students** engaged in field learning:
 - Arrive to the worksite and related events on time
 - Conservative, tidy attire in line with workplace practices (when in doubt, go more formal)
 - Seek assistance when appropriate (from Field Instructor, Practicum Coordinator, and Instructional Faculty depending on the circumstance)
 - Seek and act upon input from colleagues and supervisors
 - Fulfill commitments and meet deadlines
 - Take initiative: proactively identify opportunities for learning and relationship building and discuss them with the Field Instructor
 - Know and adhere to university and host agency rules and norms
 - Demonstrate clear and respectful written and verbal communication appropriate to the audience
 - Maintain appropriate records and documentation
 - Act as an ambassador of Pacific University and trainee of the host organization
 - Discuss a population-based approach to health issues

Additional Professional Obligations

In your field site, if you witness or experience situations that could be considered sexual harassment, discrimination, intimidation, or other disruption to the practicum environment, you must report this immediately (within 24 hours) to the instructor or practicum coordinator, even if you feel the situation has been resolved and you remain comfortable in your workplace. Situations can be addressed in a variety of ways and are handled on a case-by-case basis.

Course Materials and Fees

There is no need to purchase any textbooks for this course, but key resources are listed below and other readings will be assigned on Moodle. Students will need to maintain an account to the MyInternshipJournal website. Instructions for this purchase (\$20) were provided by Rose Dahl, the Practicum Coordinator. Keep proof of your payment and any other expenses you incur in connection with your practicum (including mileage to and from your practicum site, excluding gasoline purchases) because you may be eligible for reimbursement under the CAS Research Grant or another campus program. Contact the Practicum Coordinator with any questions about MyInternshipJournal.

Key resources

1. Public Health Field Education Manual – also linked on Moodle: goo.gl/AgXnEC (copy and paste into web browser)
1. American Psychological Association. *Publication Manual of the American Psychological Association* (6th ed.). (2009). Washington, DC: American Psychological Association.
2. Frieden, T. R. (2010). A framework for public health action: The health impact pyramid. *American Journal of Public Health, 100*(4), 590-595. doi: 10.2105/AJPH.2009.185652
3. Pacific University Public Health Senior Project Archive: <https://goo.gl/vRd6c6>
4. Public Health Nursing Section (MN). (2001). Public health interventions applications for public health nursing practice [manual]. St. Paul: Minnesota Department of Health. Retrieved from: <http://www.health.state.mn.us/divs/opi/cd/phn/wheel.html>
5. Workgroup on Community Health and Development, University of Kansas. (2015). *Community Tool Box*. Retrieved from <http://ctb.ku.edu/>
6. Additional readings may be assigned in class, via Moodle, or by e-mail.

Academic Misconduct Policy

Pacific University has no tolerance for academic misconduct/cheating. It is university policy that all acts of misconduct and dishonesty be reported to the Associate Dean for Student Academic Affairs. Sanctions that may be imposed for such misconduct range from an “F” for the assignment, an “F” for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

Plagiarism and cheating will result in no credit for the assignment. Plagiarism is when you use the writings or materials of someone else as your own ideas. This means that if you use an author’s work you must cite her/him/they. If you use their exact words, you must put them in quotes. If you paraphrase ideas, you must indicate the name of the author and the date. Use the APA reference handout as your model for citing resources.

Learning Support Services for Students with Disabilities

If you have documented challenges that will impede your learning in any way, please contact our LSS office in Clark Hall (ext.2717; lss@pacificu.edu). LSS staff will meet with students,

review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

The Center for Learning and Student Success (CLASS)

The Center for Learning and Student Success (CLASS) is located on the second floor of the Tran Library overlooking the lobby. CLASS is an open study space that offers individual tutoring, group tutoring, and guided study sessions for students. CLASS has peer tutors available from 10 a.m. through 10 p.m. Sunday through Thursday. Appointments are strongly encouraged, but not required. Check the schedule for up-to-date availability of tutors, drop-in hours, or to make an appointment: pacificu.edu/class

Statement in Support of Equity, Diversity, & Inclusion

Students of all backgrounds, political persuasions, sexual and gender identities, physical and mental ability levels, religions, and race and ethnicity are welcome in this class. The instructor will attempt to honor the diversity among us in class discussions and experiences. Students who experience negative stress related to their identity—as a result of class experiences or otherwise, including those that may have been inadvertently brought on by the instructor—are encouraged to voice their experience in class and/or privately with the instructor, who strives to create a safe space for discussion of difficult issues. In this class comments or behaviors that create an environment of oppression will not be tolerated and should be surfaced by students or the instructor for discussion and resolution.

Confidentiality

In respecting each other's experiences and creating a safe environment, students should maintain confidentiality at all times. Students' individual experiences regarding class may be discussed with friends and colleagues outside of class. However, students may not discuss other students' experiences, and must refrain from using any identifying information about their colleagues.

Students may share experiences from their field experience in this course. Information shared about patients/clients must refrain from using any identifying information about the patient/client. If identifying information must be share, please discuss with Professor Town prior to posting it online. Information regarding other members of the public (people other than patients/clients) should be kept confidential, as should information students share about field site experiences, relationships, and/or politics.

Communications

With the exception of three in-person meetings, this course will primary engage and communicate using e-mail and Moodle. Students are expected to check their Pacific University e-mail at least once a day and respond to e-mails within one business day. The instructors' e-mail responses will be within one business day as well. We will scan our e-mail over the weekends, but will only respond to emergencies. It is your responsibility to ensure that your important messages are received in a timely manner. Do not wait until just before an assignment is due and expect us to respond immediately. This course will use Moodle course management. Students are expected to log into Moodle once per day to check for and complete all course work. Students should schedule an appointment during office hours if

they are encountering any difficulties with the course; contact the instructors if you cannot find a time during office hours.

Electronic etiquette

Electronic devices are critical tools for learning and communication, but this course prioritizes engaged interactions unhindered by personal electronic devices. Please keep cell phones, laptop computers, and other devices out of sight, sound, and mind during field visits and class sessions – unless otherwise instructed by your field placement supervisor.

Unauthorized Recordings

Students are prohibited from making audio and/or visual recordings of lectures, presentations, meetings, patient/client conversations, and any other conversation without prior consent of the instructor, presenter, or field supervisor.

Course format and expectations

This course is designed as a hybrid course. This means the style and expectations may be different from other courses that you have taken. There will be a significant amount of *reading, writing, and discussion* in this course and thoughtful participation will be required every week. This course requires a high level of independent thinking, organization, and self-discipline. You are expected to interact with your field placement supervisor (and their team) as well as the community of students in this course - in other words, be an active participant not a passive learner. You will not do well in this course if you fall behind on your assignments, field hours, or do not actively, thoughtfully, and respectfully participate.

Course Evaluation and Assignments

Students are expected to **complete all requirements** for the course in order to receive a passing grade. Grades are assigned based on points earned for each assignment. Details about expectations and evaluation of specific assignments will be included in the assignment descriptions. More detail on evaluation is provided in “A general framework for assessing student work” at the end of the syllabus. In all assignments, please follow American Psychological Association style (6th edition) for citations and reference lists. There is no need to use APA style headings or a document cover page. Consult a librarian or CLASS (more details above) if you are unfamiliar with APA style.

Assignments	Points Possible	Points Earned	Due Date/Time
Field Manual Quiz	1		Feb. 1 st at 10:00pm
Participation and Professionalism	15		n/a (entire semester)
Weekly Discussion Forum Posts	16		Wed. and Fri. (weekly)
Essay 1: Organizational Analysis	10		Feb. 15 th at 10:00pm
Personal Development Goal	3		Feb. 22 nd at 10:00pm
Essay 2: Professional Interview	10		Mar. 8 th at 10:00pm
Essay 3: Change and Civic	10		Apr. 26 th at

Engagement			10:00pm
Essay 4: Reflective Essay	10		May 9 th at 5:30 pm
Field Learning Participation and Evaluation	25		n/a (entire semester)
Total	100		

Grading Scale

100 - 94: A	87 – 89: B+	77 – 79: C+	60 – 69: D
90 – 93: A–	83 – 86: B	73 – 76: C	Below 60.0%: F
	80 – 82: B–	70 – 72: C–	

Expectations for student work

All final assignments are expected to be of high quality, in final, proofread and edited form. Although attention should be paid to writing quality (see the “*General Framework for Assessing Writing Quality*” rubric), assignments will also be graded for content and incorporation of peer feedback. Students are expected to integrate results of peer review and, as needed, visit CLASS for writing review and assistance. Written assignments should be typed and use APA format for all references and citations.

Field manual quiz

Students will read the public health field education manual independently and complete the online quiz on its contents.

Participation and professionalism

Your professionalism grade includes participation in a series of required meetings (described below) and in full participation in the hybrid on-line learning experience.

As a hybrid learning experience with many online activities, this seminar requires a high level of initiative and independence from students. Students are responsible for resolving individual technology issues on their own and for keeping up with course assignments. Because of the need to schedule appointments with many people, this class requires time management and record-keeping, and frequent communication via email. Failure to demonstrate these skills will affect your participation grade.

Your professionalism grade is based on how effectively you work with people *on the Pacific campus*. This includes:

- Promptly scheduling instructor meetings as needed
- Maintaining an up-to-date activity log on MyInternshipJournal (including thorough descriptions of all activities and timely submission for supervisor approval)
- Seeking help when needed, while also doing your part to solve problems
- Proactive communication and timely response to e-mails (one business day)
- Completion of all assignments (written, verbal, and workplace tasks) to the best of your capacity and reflecting serious effort and consideration
- Preparation for meetings and participation in discussion through speaking and listening
- Punctuality in arrival and completion of tasks – triply important in field settings!
- Maintenance of confidentiality or professional discretion

- Help people get to know you by maintaining a Moodle profile that shows your face

Meetings included in the professionalism grade

Face-to-face meetings provide an asynchronous way to get the personal contact that the classroom provides.

- *Class meetings:* These 90-minute meetings will be held during three different weeks of the semester. See course email from faculty instructor for more information.
- *Practicum coordinator meetings:* Schedule a 20-30-minute meeting with the practicum coordinator at least once *before spring break* to discuss fieldwork (supervision, challenges, progress toward goals).
- *Faculty meetings:* Schedule a 30-minute meeting with the faculty instructor at least once during the semester to discuss practicum to focus on experience with PH concepts.

Weekly Discussion Forum Posts

Each week all students will be required to post and respond to each other. **Posts are due by 5:00pm every Wednesday. Responses are due by 5:00pm every Friday.** No extensions will be given.

These discussions are important for your success in this course as they are the equivalent to showing up for class. I encourage you to comment and ask questions on the readings and posts of other students. The idea behind responding is to move the conversation forward. Be articulate, insightful, and forward thinking in your responses. Replying with something like “I totally agree” or “Interesting!” will earn you no points. The review of these discussions will include:

1. Your interpretation of the weeks reading.
2. Your synthesis of the weeks reading via discussion questions
3. Your ability to pose comments and questions to your classmates regarding their posts
4. Your ability to respond to comments and questions from your classmates regarding your posts
5. Your ability to clearly and concisely communicate in writing your thoughts and ideas, see general grade framework below.

Personal Development Goal

Students will reflect on their personal growth areas and craft a SMART personal development goal as a way to maximize learning from fieldwork activities. Students will report back and reflect on their progress toward achieving this goal throughout the semester.

Reflection essays

Students will complete four assignments designed to help them reflect on the field experience and create the foundation for their senior project – you may be asked to report on these essays in weekly discussion forums or face-to-face meetings.

- 1 - **Organization Analysis** – discussing the mission, population served, structure, culture and resources of the host organization
- 2 – **Learning from Professionals Interview** – reporting on a conversation with a host agency staffer discussing theory of change, social justice, and advocacy. This

essay requires interviewing someone in person and writing up your results. Make sure to schedule your interviews well in advance. More detail about the goals of the interviews will be provided.

3 – **Civic engagement** – synthesizing evidence from various sources (including community, practice, and scientific evidence of effectiveness) to articulate a case for a particular approach to solving a public health problem

4 – **Final Reflection**

Field Learning Participation and Evaluation

Students must complete at least 100 hours at their assigned practicum site during the semester and engage with professional activities at the site. The field instructor will complete a written evaluation of professionalism and student progress toward activities specified in the learning contract.

- You will schedule regular supervision sessions with your field instructor, including meetings to discuss formal performance evaluation.
- Your field learning evaluation will include an in-person meeting or teleconference with the practicum coordinator and your field instructor to discuss performance feedback and student reflection on learning and performance.

How to keep track of everything?!

- The Moodle site has a list of all the meetings you will need to have over the course of the semester – please check the box next to the meeting when you have completed it. This will help you keep track of what you need to schedule and allow the instructor to track your progress.
- Keep up on the tracking of your hours and activities in MyInternshipJournal so the practicum coordinator is aware of your progress. Make a habit of logging your hours and entering descriptions of your activities the same day you complete them.

Course Schedule

<i>week/ date</i>	Week's topic & reading (read by Wed. 5pm)	Assignments (due by 10pm Fri. on Moodle, unless otherwise noted)
1 Jan 28	<i>Topic: Entering the field</i> <i>Read:</i> <ul style="list-style-type: none"> Field Manual MyInternshipJournal (MIJ) quick start guide 	<ul style="list-style-type: none"> Complete paid registration for MIJ and setup internship by 1/28 Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle) Complete Field Manual Quiz (Moodle)
2 Feb 4	<i>Topic: Getting to know your organization</i> <i>Read:</i> <ul style="list-style-type: none"> * Anything you can find about your organization (see Essay #1 assignment) 	<ul style="list-style-type: none"> First Class Meeting on Mon, Feb 4th at 4:30pm in Carnegie 205 Complete "Release of Information and Practicum Placement Agreement" (MIJ) by 4:30pm on Mon Feb 4th. Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)
3 Feb 11	<i>Topic: Understanding populations</i> <i>Read:</i> <ul style="list-style-type: none"> * Comm Toolbox Ch 3 sect 2 * Anything you can find about the population served by your organization (see Essay #1 assignment) 	<ul style="list-style-type: none"> Fill out and "save" learning contract (MIJ) by Mon Feb. 11th Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle) DUE: Essay #1: organization analysis (Moodle)
4 Feb 18	<i>Topic: Problems and root causes</i> <i>Read:</i> <ul style="list-style-type: none"> Toolbox Ch 17 section 3-4 Lichenstein – on Moodle 	<ul style="list-style-type: none"> Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle) DUE: Personal Development Goal (Moodle)
5 Feb 25	<i>Topic: The public health workforce/Civic engagement</i> <i>Read:</i> Avery and Bashir; Christoffel; NCOC Civic Life factsheet <ul style="list-style-type: none"> take the assessment at https://stanforduniversity.qualtrics.com/jfe/form/SV_b32aRc2t3Jb1KmN -- save your results in a screenshot 	<ul style="list-style-type: none"> Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)
6 Mar 4	<i>Diversity and power in the workplace</i> <ul style="list-style-type: none"> read Ehrenkranz; intro (pp. 4-7) and work and school sections (pp. 36-60) of SPLC Stand Up guide 	<ul style="list-style-type: none"> Second Class Meeting on Mon, March 4th at 4:30pm in Carnegie 205 Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle) DUE: Essay #2: interviewing professionals (Moodle)
7 Mar 11	<i>Experiential learning cycle</i> <ul style="list-style-type: none"> https://www.callutheran.edu/students/study-abroad/while-abroad/cultural-adjustment.html https://facultyinnovate.utexas.edu/teachin 	<ul style="list-style-type: none"> Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)

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	g/strategies/overview/experiential-learning	
8 Mar 18	<p><i>Public health interventions</i></p> <ul style="list-style-type: none"> • Freiden, 2010 • Skim Public Health Nursing Section, 2001; make sure to check out the definitions PDF at http://www.health.state.mn.us/divs/opi/cd/phn/wheel.html 	<ul style="list-style-type: none"> • Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)
9 Mar 25	SPRING	BREAK
10 Apr 1	<p><i>The Ten Essential Services</i></p> <ul style="list-style-type: none"> • Chapter 2, Section 7 of the Community Toolbox 	<ul style="list-style-type: none"> • Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)
11 Apr 8	<p><i>Public health ethics</i></p> <ul style="list-style-type: none"> • Principles of the ethical practice of public health - https://www.apha.org/-/media/files/pdf/membergroups/ethics/ethics_brochure.ashx 	<ul style="list-style-type: none"> • Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)
12 Apr 15	<p><i>Advocacy</i></p> <ul style="list-style-type: none"> • "Improving Health through Community Organization and Community Building" by Minkler and Wallerstein 	<ul style="list-style-type: none"> • Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)
13 Apr 22	<p><i>Your vision for community health</i></p> <ul style="list-style-type: none"> • "Harlem Children's Zone's Bold New Plan," https://youtu.be/Va3K_FGHQgY • Bradach, J. L., Tierney, T. J., & Stone, N. (2008). Delivering on the promise of nonprofits. Harvard Business Review, 86, 88-97. [on Moodle] • Gratitude Alliance Theory of Change http://www.gratitudealliance.org/theory-of-change.html 	<ul style="list-style-type: none"> • Third Class Meeting on Mon, April 22nd at 4:30pm in Carnegie 205 • Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle) • DUE: Essay #3: civic engagement (Moodle)
14 Apr 25	<p><i>Maintaining professional relationships and wrapping up</i></p> <ul style="list-style-type: none"> • (no reading!) 	<ul style="list-style-type: none"> • Post to discussion forum by Wed. 5pm, respond by Fri. 5 pm (Moodle)

15 Dec 3	Wrapping up (no reading!) All hours must be reported on MIJ by 5pm Tuesday, May 7th	DUE: Final reflection Thu, May 9th, 5:30 p.m. (on Moodle)
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A general framework for assessing student work

“A” (Exemplary) – “A” work is professional in appearance; has no typos and uses correct grammar, sentence structure, and spelling. The presentation of the information is clear, concise, and well organized. The presentation demonstrates that the scholar has thought carefully about the topic and clearly understands the issues pertaining to it. The presentation is not simply a regurgitation of information; instead it offers analysis, synthesis, and an in-depth, scholarly and interesting perspective on the topic, including the scholar’s observations and conclusions.

“B” (Competent) – “B” work is generally well done and professional in appearance. The presentation has minimal errors and generally uses correct grammar, sentence structure and spelling. The presentation of ideas is generally clear, concise and well-organized; the progression of the paper, referencing of sources, and explorations of issues may not be as clearly presented and comprehensive as in excellent papers. The document demonstrates that the author has thought carefully about the topic and generally understands the issues pertaining to it. The document is not a simple regurgitation of information; it offers analysis and synthesis, but an in-depth, scholarly and interesting perspective on the topic is less well developed than in an excellent paper. The author’s observations and conclusions are present but less well linked to the material presented.

“C” (Emerging) – “C” work may be professional in appearance but may have problems such as formatting errors, typos or problems with grammar, sentence structure and spelling. The presentation needs additional work in the areas of clarity, conciseness and organization. Problems may be present in the appropriate use of references or logic. Although the topic is generally covered, the document lacks a depth and understanding of related issues. The analysis and synthesis of information is limited. The author’s observations and conclusions seem to be opinions and not supported by the paper.

“D” (Limited) – “D” work typically reflects minimal effort in preparation. There may be numerous formatting errors, typos, and problems with grammar, sentence structure and spelling. Significant problems with clarity, conciseness, and organization of information are present. Significant problems in referencing information are often present. The topic is minimally covered; analysis and synthesis of the information or the exploration of related issues are missing or weakly stated. The scholar’s observations and conclusions may be missing or seem unconnected to the assignment.

“F” (Failing) – A grade of “F” is warranted when students do not complete the assignment, when preparation for the project has clearly been minimal, when the submitted work is disorganized, unclear, lacking in basic coverage of the topic, or when the appearance of the paper makes it difficult to interpret the writer’s intent. A failing grade will also be given if the work is significantly below appropriate college standards regarding such things as basic grammar, sentence structure, and spelling.