

**SCM 301**  
**Supply Chain Management**  
**2018 Fall**

Section E: MWF 10:00-10:50

Section J: MWF 12:10-13:00

3.0 credits

**INSTRUCTOR:** Frank Montabon, Ph.D., CFPIM,  
CIRM, CSCP, CPSM

**OFFICE HOURS:** M W 14:00-15:00 or by  
appointment

**OFFICE:** 3347 Gerdin Business Building

**E-MAIL:** [montabon@iastate.edu](mailto:montabon@iastate.edu) → This is usually  
the best way to reach me.

**TELEPHONE:** 515-294-1208

**WEB:** Delivery will be via Canvas

**Required Materials**

Principles of Supply Chain Management by Wisner, Tan, and Leong, 5<sup>th</sup> edition, Cengage

**Recommended Materials**

*Slides* - The slides are posted on Canvas. Note that the slides used in class may differ from the ones posted on Canvas. Also, the slides are made available as an aid in note-taking. They are not meant to be a complete explication of the course.

*Wall Street Journal, BusinessWeek, Fortune* or other similar publications. Keeping up with the business press is remarkably helpful in increasing your understanding of material from all of your business classes.

**Official Course Description (taken from Course Announcement)**

Various supply chain activities and integration of supply chain management with supply and demand, both within and between firms. Exposure to a wide range of supply chain management terminology, analytical tools, and theories related to four key elements of supply chain management: purchasing, operations, distribution, and integration. Specific topics include strategic sourcing, supply management, demand forecasting, resource planning, inventory management, process management, logistics, location analysis, process integration, and performance measurement.

**Learning Outcomes**

- Define key supply chain management terms and be able to describe a supply chain.
- Describe key concepts in purchasing and supply management and apply the concepts qualitatively and/or quantitatively to analyze various business situations
- Define demand terms and explain, calculate, and interpret various qualitative, quantitative, and forecast accuracy models.
- Describe key concepts in inventory management and understand the basic models and tools used.
- Explain how operations managers utilize resource planning techniques to balance capacity and demand.
- Describe basic concepts in process management including lean production, statistical process control, and six sigma.
- Describe various aspects of logistics, transportation, warehousing, and global logistics.
- Describe key concept in project management and perform the critical path method and time-cost model.
- Describe the importance of process integration including approaches (e.g., S&OP, etc.) which may facilitate it. Identify key steps in models of Supply Chain integration.

- Discuss, identify, and describe various supply chain performance measurements and models.

### **PROFESSIONAL ASSOCIATIONS**

The following three professional associations are for supply chain management professionals. They all focus on providing education.

#### **APICS**

This association is more manufacturing focused, but does cover all aspects of the supply chain. **Student memberships are free.** This is a good way to begin networking, get access to a placement service and expand your knowledge about supply chain management. APICS also offers two certifications, Certified in Production and Inventory Management (CPIM) and Certified Supply Chain Professional (CSCP). These are useful for advancing your career and look excellent on your resume. Check it out at [www.apics.org](http://www.apics.org).

#### **Institute for Supply Management (ISM)**

Traditionally, this organization has been focused on purchasing and supply management, though they are moving toward a more of supply chain management orientation. They currently offer two certifications, Certified Professional in Supply Management (CPSM) and Certified Professional in Supplier Diversity (CPSD). **If you are a full-time student, membership is free.** Their URL is [www.ism.ws](http://www.ism.ws).

#### **Council of Supply Chain Management Professionals (CSCMP)**

Similar to APICS and ISM, CSCMP provides educational, career development, and networking opportunities to its members. This group has traditionally been more logistics focused. Student memberships are \$40 per year. Their web site is [cscmp.org](http://cscmp.org).

#### **College of Business Resources**

*Communication Center* <http://www.business.iastate.edu/communication>

Provides help in improving your communication skills.

*Professional Standards and Expectations* <http://www.business.iastate.edu/standards>

An explanation of what the College of Business expects from its students.

### **UNIVERSITY POLICIES**

#### **Academic Dishonesty**

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office:

<http://www.dso.iastate.edu/ja/academic/misconduct.html>.

#### **Disability Accommodation**

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to meet with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes. Eligible students will be provided with a Notification Letter for each course and reasonable accommodations will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SAS, a unit in the Dean of Students Office, is located in room 1076 Student Services Building or online at [www.sas.dso.iastate.edu](http://www.sas.dso.iastate.edu). Contact SAS by email at [accessibility@iastate.edu](mailto:accessibility@iastate.edu) or by phone at 515-294-7220 for additional information.

### **Religious Accommodation**

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the [Dean of Students Office](#) or the [Office of Equal Opportunity and Compliance](#).

### **Dead Week**

This class follows the Iowa State University Dead Week policy as noted in section 10.6.4 of the Faculty Handbook <http://www.provost.iastate.edu/resources/faculty-handbook>.

### **Harassment and Discrimination**

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, [Student Assistance](#) at 515-294-1020 or email [dso-sas@iastate.edu](mailto:dso-sas@iastate.edu), or the [Office of Equal Opportunity and Compliance](#) at 515-294-7612.

### **Contact Information**

If you are experiencing, or have experienced, a problem with any of the above issues, email [academicissues@iastate.edu](mailto:academicissues@iastate.edu).

## **CLASS SPECIFIC POLICIES**

### **Teaching Philosophy**

1. Classes are not professor versus student. They are professor and student trying to achieve the same goal – preparing the student for the working world.
2. I will expect that you are putting time into this class outside of our meeting times. For instance, I will expect that you have read the assigned readings before class.
3. If you ever are wondering what the reason is why I have structured the class a particular way or given a particular assignment, ask me. Often, the answer may help you better understand the material and the goals of this class.

## **PERFORMANCE EVALUATION**

### **Philosophy**

The following three principles guide the performance evaluation system used in this class. These guidelines are very, very similar to what your future employer will use.

1. Grades will not be “given”. Instead, a performance evaluation will be recorded based on the criteria described below.
2. I do not evaluate potential or effort. I evaluate results.
3. Generally speaking, the concept of “partial credit” will not be used in this class.

**Participation:** The better the discussion we generate in class, the better the class will be. In particular, we will discuss examples and cases of the concepts that we are studying. Obviously, the better prepared you are to discuss these, the better your overall participation evaluation will be. Note that I will use “cold calls”. Participation will be evaluated accordingly to the following guidelines. Attendance and punctuality will jointly comprise approximately one-third of the participation evaluation while willingness and value of participation will jointly be approximately two-thirds.

<b>Evaluation</b>	<b>Attendance*</b>	<b>Punctuality</b>	<b>Willingness to Participate</b>	<b>Value of Participation</b>
A	Perfect or close to	Never late	Participates a lot, works to keep discussions going, possibly even brings in other materials to discuss in class.	Able to demonstrate a keen understanding of concepts. Keeps discussion going in useful direction.
B	A few absences	Late once or twice	Participates regularly, asks questions occasionally. Clearly engaged in class.	Brings up good points.
C	Somewhat regular absences (e.g., 10%)	Often late (e.g., 10%)	Willing, but participates minimally by speaking up maybe once or twice per class.	Demonstrates an understanding of cases and concepts.
D	Too many absences (e.g., 10-15%)	Regularly late (e.g., 10-15%)	Shows up for class, but does not participate much. Usually just sits on hands during class.	Brings up obvious or redundant points. Tends to go off on unrelated tangents.
F	Excessive absences (e.g., more than 15%)	Almost always late (e.g., more than 15%)	When person does show up for class, they spend most of their time reading Iowa State Daily or surfing the web on their laptop.	Talks only to hear his/her own voice in hopes of artificially inflating participation evaluation. Disruptive to the class.

*Note:* Participation that falls in between these criteria will be given the appropriate evaluation (i.e., +/- grades will be used in evaluating participation).

\*If you have unexcused absences that are equal to or greater than 25% of the total class meetings, you will earn an "F" for the course.

**In-Class:** This will be quizzes, homeworks, or other small assignments. You will not earn the points if you are not in-class to complete them (e.g., quizzes) or do not submit them (e.g., homeworks).

**Tests:** We need to make sure that everyone has a basic grasp of the concepts that are in this class. Also, there is some math involved in this class, so we need to make sure everyone understands it. Tests will have a combination of some math-type questions, some term definitions, concept questions and case analysis.

***The following three evaluation items will likely not be used in this class. In case they are, here is the relevant information.***

**Cases and Written Assignments:** These may or may not involve presentations. For any writing assignments, the rubric found at the end of this syllabus will guide evaluations.

**Presentations:** If we do use graded presentations, they will be evaluated using the Oral and Visual Communication Assessment Rubric found at the end of this syllabus. Do not use notes during presentations.

### **Team assignments**

Teams may be used for some assignments as one of the keys to a successful career is working successfully with others. Your responsibility is to make sure that you contribute to the team's output. For team assignments where the students have selected their own teams, I will assume that there will be no issues with regard to each team member doing their fair share of the work. Please notify me if a problem does occur. All teams may be asked to complete a team evaluation.

For team assignments where I have chosen the teams, each team member will evaluate their fellow team members' efforts in completing the project. I will provide a form for you to submit your evaluations. In situations where the evaluations clearly indicate one or more team members did not

make a full and equal contribution, I will adjust the underperforming team member's grade. The score on the team evaluations will guide this adjustment. I may also meet with the team members.

Team evaluations are mandatory if I have chosen the team. **They are due when the assignment is due.** Team evaluations may be used to adjust the points earned on the team project.

### Final Evaluation

The table below gives an indication of the number of grading components in this class and how much each will contribute to your final evaluation.

Evaluation Component	Points	% of total
Exams	400	47.1%
Homework	200	23.5%
In-class assignments and quizzes	200	23.5%
Participation	50	5.9%
TOTAL	850	100%

The scale for your final evaluation will be the following.

% of points earned:	Final Evaluation	Interpretation
93.00-100	A	Has clearly proven mastery of subject matter and ability to integrate and extend concepts.
90.00-92.99	A-	Has clearly proven mastery of subject matter and ability to integrate concepts.
86.67-89.99	B+	Has superior grasp of subject matter and shows some ability to integrate concepts.
83.34-86.66	B	
80.00-83.33	B-	
76.67-79.99	C+	Has bare minimum knowledge of subject matter. Ability to integrate concepts needs improvement.
73.34-76.66	C	
70.00-73.33	C-	
66.67-69.99	D+	Has knowledge of subject matter.
63.34-66.66	D	
60.00-63.33	D-	
0-59.99	F	Has not demonstrated coherent knowledge of subject matter.

**If you have unexcused absences that are equal to or greater than 25% of the total class meetings, you will earn an "F" for the course.**

### CLASS ADMINISTRATION

#### General Class Administration Guidelines

The following are the two guiding principles that will direct all elements of class administration. This is especially so for those issues that may come up but are not explicitly covered on the syllabus.

1. Asking for permission ahead of time will be easier than begging for forgiveness after the fact.
2. Translate your situation to a real business situation. What would a superior do in the situation?  
What would he/she find acceptable? That is probably how I will react.

My experience has been that 90% of students will need no more guidance regarding class administration than the above two guidelines. The remaining 10% will need the detail listed below.

### **Classroom Meetings and Decorum**

I will expect that when you are in class, your attention is on the class. Doing crossword puzzles, sleeping, or texting is no more acceptable in class than it will be a few years from now in business meetings. If you intend to engage in these types of activities, I would prefer that you not show up at all.

*Laptops:* Laptops are fine if you are taking notes with them. Otherwise, I will ask that you put them away.

*Cell Phones:* Turn off your cell phone before coming to class and put it in your bag. If you are expecting an important call during class (e.g., family medical issue or job interview), let me know before class and turn the phone to “vibrate” mode. When the call comes in, quietly exit the room.

Disruptive behavior with regard to technology use will hurt your participation grade.

**EMAIL:** In business email is a professional means of communication primarily used for short thoughts or questions.

- Include a subject that has the class designator (e.g., SCM 301). Write what your message is about (i.e., grades, homework, exam, lecture, etc.).
- Address the recipient. (Prof. Montabon, Dear Frank, etc.).
- Be concise. If you need to communicate more than a few paragraphs of information, talk to me.
- Use proper spelling, grammar, and punctuation. Proofread the message before sending it and use spell check! Use appropriate upper and lower case letters.
- Use words. “How R U?” and “C U” are not words or sentences.
- Appropriate questions. Consult the syllabus before emailing me. All exam dates, homework dates, and submission criteria are described in detail on this syllabus.

### **Be Proactive**

Being proactive is a good thing. It will help this class run smoother, and it is a good habit to develop before you head out into the business world. For example:

*Absences:* If you anticipate missing a class I would appreciate if you would let me know about the situation in advance.

*Interviews:* It is the policy of Business Career Services that classes and academic success come first in the lives of students. To that end, when scheduling interviews with companies please make every attempt to schedule them at times that do not conflict with classes. Companies are generally flexible about interview scheduling.

### **Deadlines**

Any student failing to take a scheduled exam or hand in an assignment at the specified time will earn zero points on the item, unless I have granted prior approval for a makeup.

Legitimate reasons for makeup (all of which require documentation):

- Funeral for immediate family members
- Medical emergency involving immediate family member
- Severe illness/injury on part of student
- The need for special accommodations due to disability status
- Traveling on official university business (such as representing ISU at a conference or participation in varsity athletics)
- Military duty

**NOT** legitimate reasons for makeup:

- Work
- Commuting
- Vacation

These lists are not intended to be exhaustive. If you believe your reason for a makeup is not clearly covered under this policy, each case will be considered individually. Further, I reserve the right to update this policy as it becomes necessary.

### **Miscellaneous class administration**

1. Class attendance is expected and students generally will not perform well in class without attending class.
2. Students must have completed the required prerequisite courses or received instructor permission before taking this class. The required prerequisites are ECON 101 and STAT 226. Please be advised that ACCT 285, FIN 301, MGMT 370 OR MGMT 371, MKT 340, and SCM 301 are to be completed prior to enrollment in Mgmt 478. Lack of prerequisites for Mgmt 478 could result in delay of graduation.
3. Assigned readings should be read before class.

### **Extra Credit**

My philosophy regarding extra credit can be best summed up by the following quotes from *Spongebob Squarepants* episode 30A, "No Free Rides".

**Spongebob:** What's extra credit?

**Mrs. Puff:** It's when you get credit for the things you weren't able to do before.

*Spongebob completes the extra credit assignment.*

**Spongebob:** Mrs. Puff, I don't feel like I really did anything.

**Mrs. Puff:** That's how extra credit is supposed to feel.

There will be no extra credit in this class.

### **Appeals**

There may be occasions when you believe one of your assignments has not been graded consistent with the guidelines described in this syllabus. I am willing to review your work in this situation. I reserve the right to review and re-evaluate the entire submission, not just the portion you are bringing to my attention.

### **More on Academic Dishonesty**

I would like to highlight three particular forms of cheating, the first two of which are described in the *Iowa State University Bulletin*.

#### **Tendering of Information**

Giving work to another student or student team will be considered academic dishonesty (by the giver) if the receiver of the work submits it either partially or in full as the receiver's own. If materials you created during your enrollment in this class are used to facilitate academic dishonesty in other classes or sections, this will be considered academic dishonesty. The giver and receiver will receive equal penalties.

#### **Plagiarism**

One particular form of cheating is plagiarism. This is discussed in the *Iowa State University Catalog*. Basically, this means you copied someone else's work and turned it in under your name without making any acknowledgement of source of the copied (borrowed) material. Re-using or re-submitting your own original work from another class or from a previous section of this class will be considered plagiarism. Plagiarism will be handled as outlined above and in the *Iowa State University Catalog*.

While it is perfectly acceptable to use outside sources (news stories, books, etc.) for your cases, the contribution of others must be acknowledged. The *English 104-105 Student Manual* provides guidelines for documenting material borrowed from other sources, according to the *Iowa State University Catalog*.

By taking this course, you agree that your papers and other written assignments may be subject to evaluation for originality and intellectual integrity (i.e. plagiarism) by use of SafeAssign or Turnitin.com or similar software. All papers submitted for review will be included as source documents in Iowa State University's institutional SafeAssign or Turnitin.com's (or similar software's) database so that future student work can be compared to it.

If you need further assistance on proper attribution, have any questions about plagiarism, or are unsure about whether or not you need to reference a source, please see me **before** you hand in the assignment.

### **Lying**

If you lie in order to receive an extension on an assignment or a makeup exam (or similar adjustment to a graded component of the class), this will be considered academic dishonesty.

### **Format of Assignments**

1. I will not usually give you specific rules regarding margins, spacing, etc. I will generally give you an indication of the type of document I want (e.g., memo, report, etc.). As indicated in the evaluation criteria you should aim for a high level of professionalism. One way to judge this is to ask yourself "Would I hand this into my boss?" before you hand it in to me. If you have any questions, ask!
2. For individual assignments, your name should only appear on the last page. This is the only thing that should appear on that page. For team assignments, the team name should be on the last page and the individual team members names should not appear anywhere on the assignment.
3. An electronic copy of the assignment should be submitted in most instances. I will make it clear when this is necessary. For purposes of making the deadline, either a hard-copy printout or the electronic file will suffice. However, if you hand in a hard-copy for deadline purposes, you must submit an electronic copy by the end of the same day of the deadline. All electronic copies will be subject to review by turnitin.com.

Electronic files should be named using the convention "Team name – name of assignment" for team assignments or "last four digits of student identification number – name of assignment" for individual assignments. I will give you the name of assignment to use.

### **Intellectual Property**

All materials and lectures in this class are my intellectual property and I hold the copyright to the materials unless copyright on an item is clearly indicated as belonging to others. The materials are for use only by students enrolled in this class. Distributing the materials to any other person or organization is prohibited unless you have written permission from me.

#### **Electronic Recording**

Audio or video recording of class by students is not allowed unless I give you permission. Distributing such recordings is prohibited unless you have written permission from me.

### **Elastic Clause**

As new issues or ideas come out in the business world, and due to the anticipated differences in student's backgrounds and experiences, you should expect adjustments to the course as we go along. The sequence of topics, number and form of assignments and tests may be adjusted as the semester goes along. As changes take place, they will be clearly communicated to the class, via e-mail and in-class announcements.

### **Acceptance of the Terms of This Class**

By your enrollment in this class, you are acknowledging that you understand the policies of this class as discussed in this syllabus.



### Proposed Class Schedule

“Proposed” means that it may change if necessary. We may get through some topics quicker than expected, while others may take longer. Please refer to Elastic Clause. As changes take place, it will be my goal to make sure that you know exactly what is expected week to week.

	<b>Class</b>	<b>Topics</b>	<b>READINGS</b>
1	Aug 20	Supply Chain Model	Chapter 1
2	Aug 22	Supply Chain Model (cont.)	Chapter 1
3	Aug 24	Supply Chain Model (cont.)	Chapter 1
4	Aug 27	Purchasing and Supply Management	Chapter 2
5	Aug 29	Purchasing and Supply Management (cont.)	Chapter 2
6	Aug 31	Purchasing and Supply Management (cont.)	Chapter 2
	Sept 3	<b>No class – Labor Day</b>	
7	Sept 5	Purchasing and Supply Management (cont.)	Chapter 2
8	Sept 7	Forecasting	Chapter 5
9	Sept 10	Forecasting (cont.)	Chapter 5
10	Sept 12	Forecasting (cont.)	Chapter 5
11	Sept 14	Forecasting (cont.)	Chapter 5
12	Sept 17	<b>Exam 1</b>	Chapters 1, 2, 5
13	Sept 19	Resource Planning Systems	Chapter 6
14	Sept 21	Resource Planning Systems (cont.)	Chapter 6
15	Sept 24	Resource Planning Systems (cont.)	Chapter 6
	Sept 25	<b>Career Night</b>	
16	Sept 26	Go to Career Fair	
17	Sept 28	Resource Planning Systems (cont.) Inventory Management	Chapter 6 Chapter 7
18	Oct 1	Inventory Management (cont.)	Chapter 7
19	Oct 3	Inventory Management (cont.)	Chapter 7
20	Oct 5	Inventory Management (cont.)	Chapter 7
21	Oct 8	Inventory Management (cont.)	Chapter 7
22	Oct 10	<b>EXAM #2</b>	Chapters 6, 7, 9
23	Oct 12	Domestic U.S. and Int'l Logistics	Chapter 9
24	Oct 15	Domestic U.S. and Int'l Logistics (cont.)	Chapter 9
25	Oct 17	Domestic U.S. and Int'l Logistics (cont.)	Chapter 9
26	Oct 19	Domestic U.S. and Int'l Logistics (cont.)	Chapter 9
27	Oct 22	Domestic U.S. and Int'l Logistics (cont.) Process Management	Chapter 9 Chapter 8
28	Oct 24	Process Management	Chapter 8
29	Oct 26	Process Management (cont.)	Chapter 8
30	Oct 29	Process Management (cont.)	Chapter 8
31	Oct 31	Process Management (cont.)	Chapter 8
32	Nov 2	Process Management (cont.)	Chapter 8
33	Nov 5	<b>Exam 3</b>	
34	Nov 7	Project Management	NA
35	Nov 9	Project Management (cont.)	NA
36	Nov 12	Project Management (cont.)	NA
37	Nov 14	Project Management (cont.)	
38	Nov 16	Slack day	
	Nov 19-23	<b>Thanksgiving Break</b>	

39	Nov 26	Supply Chain Integration	Chapters 13 & 14
40	Nov 28	Supply Chain Integration (cont.)	Chapters 13 & 14
41	Nov 30	Supply Chain Integration (cont.)	Chapters 13 & 14
42	Dec 3	Supply Chain Integration (cont.)	Chapters 13 & 14
43	Dec 5	Supply Chain Integration (cont.)/Simulation	Chapters 13 & 14
44	Dec 7	Review/slack day	
45	Dec 10-14	<b>FINAL EXAM, Date and time TBD</b>	

### Written Communication Grading Rubric

<b>Context</b>	Excellent	Good	Adequate	Poor
<b><u>Who are we addressing</u></b> <ul style="list-style-type: none"> <li>○ Involves reader early</li> <li>○ Clarifies the main purpose</li> <li>○ Displays audience awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses audience with appropriate tone, detail and vocabulary</li> <li>• Makes a strong connection with reader</li> <li>• Lays out strategy for achieving desired outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses audience with reasonable tone, detail and vocabulary</li> <li>• Makes some connection with reader</li> <li>• Identifies purpose of document</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses audience with some regard for tone, detail and vocabulary</li> <li>• Writes to a general audience, but does not alienate the reader</li> <li>• Alludes to purpose of document</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of audience, condescending tone and inappropriate vocabulary</li> <li>• Reader is confused as to purpose of document or why they are receiving it</li> <li>• No preparation for structure</li> </ul>
<b><u>Content</u></b> <b><u>What are we conveying</u></b> <ul style="list-style-type: none"> <li>○ Provides accurate information</li> <li>○ Persuades</li> <li>○ Develops a logical argument</li> </ul>	<ul style="list-style-type: none"> <li>• Shows excellent grasp of issue(s)</li> <li>• Develops a detailed logical argument that persuades or informs reader</li> <li>• Conclusions follow directly from arguments</li> <li>• Addresses or refutes the alternative position</li> </ul>	<ul style="list-style-type: none"> <li>• Shows solid grasp of issue(s)</li> <li>• Develops a logical argument</li> <li>• Conclusion relates to most of arguments</li> <li>• Makes an educated decision on the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some grasp of issue(s),</li> <li>• Develops an argument, but does not lead the reader through it consistently</li> <li>• Some arguments support conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or no understanding of issue(s)</li> <li>• Argument is undeveloped or illogical</li> <li>• Conclusion is a surprise</li> </ul>
<b><u>Organization</u></b> <b><u>How are we conveying</u></b> <ul style="list-style-type: none"> <li>○ Formats document appropriately</li> <li>○ Makes information accessible</li> <li>○ Flows logically</li> </ul>	<ul style="list-style-type: none"> <li>• Document is correctly formatted for purpose</li> <li>• Document is visually inviting, using accessible exhibits and other techniques to enhance ideas</li> <li>• Highly integrated logical flow</li> </ul>	<ul style="list-style-type: none"> <li>• Document is formatted with minor errors</li> <li>• Document uses some visual and organization techniques to enhance ideas</li> <li>• Integrated flows with some logical connections</li> </ul>	<ul style="list-style-type: none"> <li>• Document broadly meets expectation for format</li> <li>• Document uses at least one visual or listing technique to enhance ideas</li> <li>• A few items are not well-sequenced or connected</li> </ul>	<ul style="list-style-type: none"> <li>• Document design is not appropriate</li> <li>• No effort is made to make information accessible</li> <li>• Little logical transition or flow to the ideas</li> </ul>
<b><u>Mechanics</u></b> <b><u>Technical</u></b> <ul style="list-style-type: none"> <li>○ Uses proper grammar and spelling</li> <li>○ Uses clear and concise sentences</li> <li>○ Transitions properly at sentence level</li> <li>○ Develops strong paragraph</li> <li>○ Documents and cites sources appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Document is free of grammar and spelling errors</li> <li>• Uses clear, concise and varied sentence structure</li> <li>• Transition text is strong, varied and creative</li> <li>• Paragraphs are integrated, concise and well-organized</li> <li>• Sources are cited appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Document is free of spelling and grammar errors</li> <li>• Sentences are complete with no fragments or run-ons</li> <li>• Transition text is present and effective</li> <li>• Paragraphs are concise and organized</li> <li>• Sources are cited appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Document is free of spelling errors with minor usage errors.</li> <li>• Sentences are complete with no fragments or run-ons</li> <li>• Some transitions are present</li> <li>• Some paragraphs are chunky</li> <li>• Sources are cited appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Document has spelling and grammar errors in several places</li> <li>• Contains passages that are not sentences</li> <li>• No apparent structure to paragraphs</li> <li>• Sources are cited incompletely or not at all</li> </ul>

<b>Level of Achievement</b>				
<b>Skill Component</b>	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Poor</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>Shows excellent grasp of issue(s).</li> <li>Develops a detailed logical argument that persuades or informs reader.</li> <li>Conclusions follow directly from arguments.</li> <li>All credit or citations given when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Shows solid grasp of issue(s).</li> <li>Develops a logical argument. Conclusion relates to most of arguments.</li> <li>Most credit or citations given when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some grasp of issue(s).</li> <li>Develops an argument, but does not lead the reader through it consistently.</li> <li>Some arguments support conclusion.</li> <li>Some credit or citations given when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or no understanding of issue(s).</li> <li>Argument is undeveloped or illogical.</li> <li>Conclusion is a surprise.</li> <li>No credit or citations given when needed.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Organization is clear and easy to follow.</li> <li>Transitions or flow between ideas excellent.</li> </ul>	<ul style="list-style-type: none"> <li>Organization mostly clear and easy to follow.</li> <li>Transitions or flow between ideas generally smooth</li> </ul>	<ul style="list-style-type: none"> <li>Organization somewhat unclear and difficult to follow.</li> <li>Transitions or flow between ideas generally rough.</li> </ul>	<ul style="list-style-type: none"> <li>Organization unclear and difficult to follow.</li> <li>Transitions or flow between ideas non-existent.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Eye contact over entire room.</li> <li>Body language reflects confidence and ease when interacting with audience.</li> <li>Highly responsive to audience comments and questions.</li> <li>Appropriate responses to questions.</li> <li>Presentation audible to all.</li> <li>No excess verbiage.</li> <li>Speaking pace consistently appropriate and effective.</li> <li>Energetically communicates enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact with limited group within audience.</li> <li>Body language reflects some level of comfort when interacting with audience.</li> <li>Generally responsive to audience comments and questions.</li> <li>Generally appropriate responses to questions.</li> <li>Presentation mostly audible.</li> <li>Occasional excess verbiage; does not detract from presentation.</li> <li>Speaking pace generally appropriate.</li> <li>Some energy and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>Makes some eye contact with audience.</li> <li>Body language reflects some discomfort when interacting with audience.</li> <li>Reluctantly interacts with audience.</li> <li>Responds to questions inadequately.</li> <li>Presentation occasionally inaudible.</li> <li>Some excess verbiage; occasionally detracts from presentation.</li> <li>Speaking pace occasionally too fast or too slow.</li> <li>Little energy and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no eye contact with audience.</li> <li>Body language reveals a reluctance to interact with audience.</li> <li>Avoids or discourages active audience participation.</li> <li>Is not responsive to questions.</li> <li>Mumbling or poor volume.</li> <li>Excess or off-topic verbiage.</li> <li>Speaking pace consistently too fast or too slow.</li> <li>Monotone.</li> </ul>
<b>Visual Elements</b>	<ul style="list-style-type: none"> <li>Excellent choice of visual elements.</li> <li>Slides or handouts (if used) are well constructed with no significant errors.</li> <li>Visual elements are used in a way that effectively enhances and adds impact to the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Good choice of visual elements.</li> <li>Slides or handouts (if used) are generally well constructed with few errors.</li> <li>Visual elements are used in a way that generally contributes to the quality of presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate choice of visual elements.</li> <li>Slides or handouts (if used) are adequate but contain numerous errors.</li> <li>Visual elements are used in a way that occasionally detracts from the quality of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Poor choice of visual elements.</li> <li>Slides or handouts (if used) are poorly constructed or contain numerous errors.</li> <li>Non-use or ineffective use of visual elements consistently detracts from the quality of the presentation.</li> </ul>