

**ACCT 6320-02V CRN 33118: Accounting & Financial
Analysis
Course Syllabus**



The University of Texas Rio Grande Valley

Please print a copy of this syllabus for handy reference.

**Whenever there is a question about this course or what assessments are due,
please remember this syllabus is considered to be the ruling document.**

FACILITATOR/INSTRUCTOR INFORMATION

Name: Dr. Andrew A. Anabila
Title: Associate Professor of Accounting
College: College of Business and Entrepreneurship
Office: ECOBE 220C
Time Zone: U.S. Central Standard Time (CST)
Email: andrew.anabila@utrgv.edu

FACILITATOR AVAILABILITY

For the most part, the instructor will respond to emails only during the following hours of the day; Mondays through Fridays: 11 am – 1:00 PM & 8:00 PM – 9:00 PM CST. Generally, students should expect a 24 hour response time for email messages and other correspondences.

READING THE SYLLABUS:

Every student is strongly encouraged to read the syllabus thoroughly and carefully. This will surely help you to navigate this course efficiently.

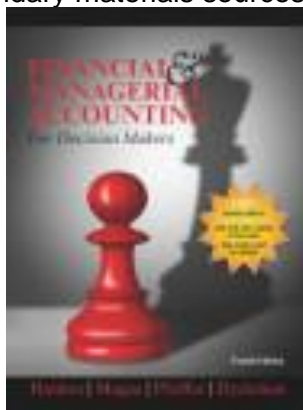
REQUIRED READING:

Students are required to read all materials identified in this document and available at the Blackboard site for this course on mycourses.utrgv.edu/

TEXTBOOK:

Title: Financial & Managerial Accounting For Decision Makers
Authors: Hanlon, Magee, Pfeiffer, Dyckman, 2021
Edition: 4th Edition
ISBN: 978-1-61853-361-6

(Other needed secondary materials sources will be updated).



BOOK WEBSITE: [Financial & Managerial Accounting for Decision Makers, 4e \(cambridgepub.com\)](https://www.cambridgepub.com/9781618533616)

Course mbc website <https://mybusinesscourse.com?code=1047-9401-7789>

Some Relevant Websites and Online Resources

- International Accounting Standards Board www.iasb.org
- Financial Accounting Standard Board www.fasb.org
- Securities and Exchange Commission www.sec.gov
- Public Company Accounting Oversight Board www.pcaobus.org
- Internal Revenue Service www.irs.gov
- Financial Executives International www.fei.org
- Yahoo Finance www.finance.yahoo.com

COURSE DESCRIPTION

According to the course catalog, the objectives of this course are to review certain elements of financial reporting, to develop financial analysis skills, and to gain experience in using accounting information for decision making. **This course is designed for MBA students, and it will not be accepted as a part of a MACC or MSA degree plan for graduation.** In essence, this course will introduce you to accounting as a language of business, an instrument of resource allocation and a barometer for corporate success. In addition to accounting majors, students specializing in functional areas of management, finance, marketing, economics, operations or other business biases will also find the materials in this course interesting and useful in their respective specialties.

PREREQUISITES

ACCT 6301 or ACCT 2301 and ACCT 2302.

LEARNING GOALS AND COURSE OBJECTIVES

This course contributes to the following College of Business

Administration Learning (COBA) Goals:

- Demonstrate collaborative and leadership skills as related to a global business environment.
- Show effective writing and oral skills at a level appropriate for business executives.
- Aware of and classify ethical issues and behaviors.
- Apply analytical techniques and quantitative analysis for effective decision making in various functional areas.

ELECTRONIC WEEK

The electronic weeks begin on Wednesdays and end on Tuesdays. The main purpose of the electronic week is to guide in the administration of online instructional/learning materials and participation in online assessments. Please note that the end date is meant for the Final Examination.

ATTACHMENTS

Please do not send assessments or case solutions via email as attachments. All Assessments and other deliverables must be uploaded appropriately.

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed Internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

Microsoft Office's [Internet Explorer](#) (latest version)

Mozilla's [Firefox](#) (latest version; Macintosh or Windows)

Adobe's [Flash Player & Reader](#) plug-in (latest version).

Apple's [QuickTime](#) plug-in (latest version). A free download is available at

Virus protection

Microsoft Office

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

Submit a [Blackboard Helpdesk Ticket](#)

COLTT Help Desk Contact Information (UTRGV's Blackboard Support) Location: Education Building Room 2.202

Phone: 956-665-5327

Monday – Thursday 7:30 AM – 7:00

PM Friday: 7:30 AM – 6:00PM

IMPORTANT SUGGESTIONS!!!

From experience, the suggestions below are considered 'best-practices' that have helped students' performances in the past. I encouraged you to consider adapting them.

Submission of Deliverable(s): If an assessment is required to be completed and submitted via the BB tools, please note that you must not wait until the 11th hour to complete or appropriately upload any deliverable. While the 11:59 PM Central Standard Time (CST) is the recommended end of the day for each electronic period, students must endeavor to complete and upload all deliverables at least two hours before the closing time of the COLT and IT Help Desk Hours of Operations (see “Technical Resources” below). This is to allow for time to seek help from those technical departments in case of any technical glitch. Any students that wait until the 11th hour must bear full responsibility for her/his action/inaction in this respect.

Assessments Upload: Where required, when uploading assessments through the ‘Assignment Tool’ of the Blackboard, please note that if the assignment is based on more than one chapter question, all questions must be answered in a single word document (do not use PDF format) and then uploaded appropriately. You can only upload two documents if and only if two different applications are used, for example, excel and word.

GRADING

Feedback:

Each week, I will provide grades or scores and comments on deliverables within 7 days of when they were submitted. In fact, I will strive to shoot for earlier turnaround time where possible. You will see your grades under ‘My Grades’ section.

Grading Formula:

Consistent with the tradition of University of Texas Rio Grande Valley, a rigorous academic environment will be maintained in this course. Students will earn grades consistent with weighting system described below:

4 Discussion Boards	40%
3 Integrated Case Analysis	40%
2 Quizzes	10%
Final Exam	10%
Total	100%

Final grades will be determined as follows:

A	$90\% \leq A \leq 100\%$
B	$80\% \leq B < 90\%$
C	$70\% \leq C < 80\%$
F	$F < 70\%$

Incomplete Grades

I will follow the university procedure to treat students’ requests for incomplete grades.

CALENDAR OF ACTIVITIES AND ELECTRONIC WEEK

General

A broad course schedule/calendar of activities is within this syllabus. The UTRGV academic calendar and final exam schedule can be found by accessing your [“my utrgv home page”](#), or by typing in <https://my.utrgv.edu/home> at the web url prompt, and looking up, prior to login.

Some important dates for Summer 2021 Module I Term (Wednesday, May 12 – Wednesday, June 30).

Activity or Event	Summer 2021 Module I	
Registration Opens	Friday	March 5
Last day to add a class or register	Wednesday	May 12
Payment Deadline	Wednesday	May 12
Class Begins	Wednesday	May 12
Last day to withdraw (drop all classes) and receive a 80% refund	Wed-Sun	May 12-16
Last day to withdraw (drop all classes) and receive a 50% refund	Mon-Wed	May 17-19
Census date	Tuesday	May 18
Last day to drop a class (grade of DR) or withdraw (grade of W)	Tuesday	June 22
Class Ends	Tuesday	June 29
Final Exams (Term Ends)	Wednesday	June 30
Grades Due	Friday	July 2 at 3 p.m
Grades processing	Friday	July 2
Graduation Certification Date	Wednesday	June 30

As an online course, this course will follow an electronic week.

Electronic Week

The electronic weeks (E-Week) begin on Wednesdays and end on Tuesdays. The main purpose of the electronic week is to guide in the administration of online instructional/learning materials and participation in online assessments. The last due date for each assessment is the last day of the electronic week. Note that Wednesday, the first day of the week, is DAY 1. Day 7 is the last day of the week (which is Tuesday).

E-Week; DAY 1 is Wednesday, DAY 7 is Tuesday of the following Week.

Week	Start_Day (DAY1)	Start_Date	End Day (DAY 7)	End_Date
1	Wednesday	05/12/2021	Tuesday	05/18/2021
2	Wednesday	05/19/2021	Tuesday	05/25/2021
3	Wednesday	05/26/2021	Tuesday	06/01/2021
4	Wednesday	06/02/2021	Tuesday	06/08/2021
5	Wednesday	06/09/2021	Tuesday	06/15/2021
6	Wednesday	06/16/2021	Tuesday	06/22/2021
7	Wednesday	06/23/2021	Tuesday	06/29/2021
8	Wednesday	6/30/2021		Final Exam
	Friday	07/02/2021		Grades Due

TENTATIVE SCHEDULE		
Electronic Week	Instructional Activities and Assessments	Assessment Due (Not later than the last day of the Electronic Week)
Week 1:	<ul style="list-style-type: none"> Getting Started notes. Read Chapters 1 & 13 of the Textbook. Review additional uploaded materials Practice/Self-Test Quizzes with automated feedback. Discussion Board 1 question on applying the objectives and elements of internal control to organizations' most liquid assets. Students output will be graded using a Discussion Board rubric and students are expected to meet or exceed 80% of the requirement relating to the rubric. 	Discussion 1 <ul style="list-style-type: none"> Refer to the question(s) for this DB in this course Blackboard.
Week 2:	<ul style="list-style-type: none"> Read uploaded materials Practice/Self-Test Quizzes with automated feedback. Discussion Board 2 question on the cost-benefit analysis of SOX. Students output will be graded using a Discussion Board rubric and students are expected to meet or exceed 80% of the requirement relating to the rubric. 	Discussion 2 <ul style="list-style-type: none"> Refer to the question(s) for this DB in this course Blackboard.
Week 3:	<p>Read chapter 4 & 5 of the Textbook. Practice/Self-Test quizzes with automated feedback.</p> <p>Integrated Case Analysis 1 on assigned problem(s) will be graded for accuracy and completeness using the Paper Writing rubric and students are expected to meet or exceed 80% of the requirement relating to the rubric.</p> <p>Quiz One. This quiz that will test your abilities to recall competencies acquired in objectives 1 through 3 (i.e. Week 1 – 3). Therefore, you are encouraged to review materials covered through these objectives and consider the knowledge-based cumulative. Students are expected to meet or exceed 80% of this total quiz grade (which is 100%).</p>	<p>Integrated Case Analysis 1:</p> <ul style="list-style-type: none"> Refer to the question(s) for this ICA in this course Blackboard. <p>Quiz 1:</p> <ul style="list-style-type: none"> This quiz centers on materials covered in weeks 1 through 3 with specific attention to Week 3.

Week 4:	<p>Read chapter 18 of the Textbook. Practice/Self-Test quizzes with automated feedback.</p> <p><i>Integrated Case Analysis 2</i> on assigned problem(s) will be graded for accuracy and completeness using the Paper Writing rubric and students are expected to meet or exceed 80% of the requirement relating to the rubric.</p>	<p><u>Integrated Case Analysis 2:</u></p> <ul style="list-style-type: none"> ○ Refer to the question(s) for this ICA in this course Blackboard.
Week 5:	<p>Read chapters 20 of the Textbook. Practice/Self-Test quizzes with automated feedback.</p> <p><i>Discussion Board 3</i> question on using target costing techniques. Students output will be graded using a Discussion Board rubric and students are expected to meet or exceed 80% of the requirement relating to the rubric.</p>	<p><u>Discussion 3</u></p> <ul style="list-style-type: none"> ○ Refer to the question(s) for this DB in this course Blackboard.
Week 6:	<p>Read chapters 21 of the Textbook. Practice/Self-Test quizzes with automated feedback.</p> <p><i>Integrated Case Analysis 3</i> on assigned problem(s) will be graded for accuracy and completeness using the Paper Writing rubric and students are expected to meet or exceed 80% of the requirement relating to the rubric.</p> <p>Do <i>Quiz Two</i>. This quiz that will test your abilities to recall competencies acquired in objectives 4 through 6 (i.e. Week 4 – 6). Therefore, you are encouraged to review materials covered through these objectives and consider the knowledge-based cumulative. Students are expected to meet or exceed 80% of this total quiz grade (which is 100%).</p>	<p><u>Integrated Case Analysis 3:</u></p> <ul style="list-style-type: none"> ○ Refer to the question(s) for this ICA in this course Blackboard. <p><u>Quiz 2:</u></p> <ul style="list-style-type: none"> ○ This quiz centers on materials covered in Week 4 through 6, with special attention to this week materials.
Week 7:	<p>Read chapters 23 of the Textbook. Practice/Self-Test quizzes with automated feedback</p> <p><i>Discussion Board 4</i> question on transfer pricing decisions by a multinational corporation. Students output will be graded using a Discussion Board rubric and students are expected to meet or exceed 80% of the requirement relating to the rubric.</p>	<p><u>Discussion 4</u></p> <ul style="list-style-type: none"> ○ Refer to the question(s) for this DB in this course Blackboard.
Final Examination	Review course materials and chapters of the textbook covered	Final examination

Details of these assessments are outlined under ‘Assessment and Examination’ below.

ASSESSMENTS AND EXAMINATIONS

Ensure to follow the respective rubrics carefully as they will be used for grading. Paper Writing Rubric will be used to grade Integrated Case Analysis (ICA) while Discussion Board Posting Rubric will be used to grade Discussion Board (DB) assessments.

Discussion Board Postings: There will be four gradable Discussion Board Posts in this course. Subject to the participation rule specified below, students must submit all of these posts on or before 11:59 PM Central Standard Time (CST), see due dates on Tentative Schedule (see Important Suggestions on Submission of Deliverables above). **No late posting will be accepted.**

The instructor will grade the discussion board postings. In the grading, I will substantially look out for formatting, adherence to instructions etc. in addition to contents.

EXPECTATIONS FOR DISCUSSION BOARD POSTINGS

Initial and follow-up Responses to Discussion Questions should be at least 100-200 words (no maximum required). For discussion question responses in the Main forum, please post responses to the threads provided. To respond, highlight the appropriate thread, click on Reply, type your response, and send. Please do not start a new thread for the weekly discussion questions in the Main forum. Make sure to proofread carefully. Grammar and spelling errors will impact the grading. I expect your discussion question responses (both initial and follow-up) to be rigorous reflecting critical thinking and supported with appropriate data and evidence. Whenever possible, please try to relate the course content to real-world applications from your work experience. Please refer to the Discussion Board rubric as every posted response will be evaluated using this rubric.

PARTICIPATION IN THE DISCUSSION BOARD POSTS

All students will be required to participate and provide creative and valuable responses to discussion questions posted. There will be four gradable discussion board questions. It is strongly recommended that you participate substantively in the process. At the minimum, you must make **three** postings (including your initial postings) within the time frame/period allowed. I strongly encourage that you don't wait until the last minute. In fact, the very first minute is sometimes too 'late'!

Discussion Expectations:

1. Respond to the Discussion Post by Saturday 11:59 PM CST
2. Then reply to 2 of your Peers posts by Tuesday 11:59 PM CST
 1. Response to peers must expand discussion, not just simply agree or disagree.
3. Your Discussion will be graded using the Discussion Board rubric.

Integrated Case Analysis

There will be three Integrated Case Analysis (ICA) attempts in this course. The Integrated Case Analysis will be administered through the 'Assignment' tool of the blackboard. Students must submit the Integrated Case Analysis solutions on or before 11:59 PM Central Standard Time (CST), see due dates on Tentative Schedule (see Important Suggestions on Submission of Deliverables above). **No late ICA will be accepted:**

The scope of coverage of each assessment is specified in the Weekly Class Modules above and also itemized below. The grade for the Integrated Case Analysis will be equally weighted. Also, note that all Integrated Case Analysis must strictly be on individual basis. Actions such as comparing notes or any form of collaborations on this assessment are strictly prohibited (refer to the Academic Integrity section above).

Quizzes

There will be two gradable quizzes in this course. These quizzes will be administered through the 'Assessment Tool' of the BBLearn. There will be only one attempt for each quiz. The scope of coverage for each quiz is specified in the Weekly Class Modules above. The grade for the quizzes will be equally weighted. Students must attempt these quizzes on or before 11:59 PM Central Standard Time (CST), see due dates on Tentative Schedule.

Final Examination

The final examination will be held on Wednesday (June 30th, 2021). However, to allow for flexibility, the examination will be available on Tuesday (June 29th, 2021). In other words, students can only take the examination on either of both days. There will be only one attempt for this examination. This examination is comprehensive and will focus on all materials covered in this course. This information is important so that students do not wait until towards the end of the semester to prepare for this exam.

Please note that no student should copy or reproduce the final examination with any form of technology under any circumstance.

COURSE/UNIVERSITY POLICIES

DISABILITY

"If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance, please contact the Office of Disability Services (DS), University Center, Room 322, at 665-7005, via email at disabilityservices@utrgv.edu. Appropriate arrangement/accommodations can be arranged" (Office of Disability Services)

ACADEMIC INTEGRITY

By virtue of membership in the University's academic community, students accept a responsibility to abide by the Student Code of Academic Integrity. A link to the Code can be found on the Student Life and Transition Services Web site or by clicking the following URL:

http://portal.utrgv.edu/utrgv_main/dess_home/dos_home/sls_home/ez_home/ez_sjs/sjs_integrity

What is the process for resolving accusations of academic dishonesty?

http://portal.utrgv.edu/utrgv_main/dess_home/dos_home/sls_home/ez_home/ez_sjs/sjs_dishonesty

CONFIDENTIALITY AND PROPRIETARY INFORMATION

One of the cornerstones of the University of Texas Rio Grande Valley learning models is the practical application of theoretical concepts. You are encouraged to share your personal and professional experiences as a means to integrate knowledge by reflecting on its application. However, it is important to note that we all are bound by confidentiality in this class. To assure that we can have a free and open discussion in which you may elect to discuss your company and its policies and procedures as they apply to the course material, I expect each person to respect the confidentiality of what your classmates are willing to share with us. At the same time, I ask that each of you exercise good judgment in what you choose to share and avoid disclosing non-public or competitively-sensitive information. As a rule, students and faculty members must not share present or past employer information that is considered to be proprietary, confidential, company-sensitive, or protected trade secrets. Where applicable, students are encouraged to examine their organization's limitations on sharing information externally. Students and faculty members may appropriately choose to illustrate lessons from their experience that might challenge these boundaries, without identifying specific employers or individuals by name. If you have any questions about any of the information contained in this syllabus, or about any other aspect of this class, please do not hesitate to ask!

ACADEMIC MISCONDUCT

In addition to the specifics on 'Academic Integrity' above, you are reminded that the College of Business Administration views any instance of academic misconduct to be a serious offense. Please note that academic misconduct includes (but is not limited to) cheating, plagiarism, and aiding any form of academic dishonesty by others. The minimal consequence for a violation in this regard (i.e. academic dishonesty) is a grade of zero on the material in question. For more on this, you are referred to the University Calendar for definitions, policies, administration and penalties.

MANDATORY COURSE EVALUATION PERIOD

Mandatory Course Evaluation Period will be opened to students on (... , 2021 and closes on ... Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<https://my.utrgv.edu/>); you will be contacted through email with further instructions on the evaluation process. The evaluation window closes at 11:59 pm on ... Students who complete their evaluations by ... will have priority access to their grades.

GENERAL

It is my understanding that every student enrolled in this course has allocated email account by the university. I will use only this medium in addition to the Blackboard to communicate with you regularly. I will create the class mailing list from the email accounts that appear on the class roster. It is every student's responsibility to check his/her email regularly. Excuses such as "I do not remember my email account or password" are simply inexcusable.

CLASSROOM EXPECTATIONS

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Academic integrity will be appraised according to the student academic behavior standards outlined in The University of Texas Rio Grande Valley Student Handbook. See <http://www.utrgv.edu/hop/policies/?5.5.1> for further details.
2. Do not turn in late assignments. Late submissions will not be accepted.
3. Keep up with the reading. You have quite a few chapters, modules, and e-mail messages to read for the class. Please keep up with the reading. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Do not miss any assessment. Missed assessment cannot be retaken.

E-mail

An e-mail will be an integral part of this course. Make sure you:

1. Check your e-mail at least twice per week (more often is better).
2. Be patient. Don't expect an immediate response when you send a message. Generally, one day (24 hours) is considered a reasonable amount of time to receive a reply.
3. Include "Subject" headings: use something that is descriptive and refers to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.

Other "Rules of the Road" on Discussion Topics

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying are as specified above. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar -- - then copy and paste your composition into an e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
7. Respect each other's ideas, feelings, and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the face-face classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refers to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit. All postings must be rigorous reflecting critical thinking and supported with appropriate data and evidence.
13. When posting large blocks of text, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

Q & A FORUM

This is a forum for students to ask and discuss questions that come up with one another. Please note that details about assessments cannot be discussed here.

SELF REFLECTION ABOUT LEARNING

This is a non-graded discussion opportunity for students to remark upon their learning experience in this course. This discussion should include (but not limited to) the making notes of topics the students found interesting, value-added knowledge, deficits in learning etc. Please go to the discussion forum under the 'Discuss menu of Connect and Collaborate' at the left-hand side menu to participate in this activity.

NETIQUETTE

"Netiquette" has evolved to aid us in infusing our electronic communications with some of the missing behavioral pieces. However, this will not be allowed in any part of our conversation in this course. Please maintain formal and professional language at all times.

CHANGES TO THIS SYLLABUS

In order to adapt to the needs of the class as they arise, changes may be made to this syllabus from time to time during the semester. However, such change(s) will be duly communicated to students.

Discussion Board Grading Rubric

Criteria	Exemplary (90-100 Pts.)	Good (80-89 Pts.)	Fair (70-79 Pts.)	Poor (0-69 Pts.)
Timeliness	All required postings Early in discussion Throughout the Discussion (9 – 10 Pts.)	All required postings. Some not in time for others to read and respond (8 – 9 Pts.)	All required postings Most at the last minute without allowing for response time (7 – 8 Pts.)	Some, or all, required postings missing (0 – 7 Pts.)
Initial Assignment Posting	Posts well-developed assignment that fully addresses and develops all aspects of the task. (13 – 15 Pts.)	Posts well-developed assignment that addresses all aspects of the task; lacks full development of concepts. (12 – 13 Pts.)	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task. (11 – 12 Pts.)	Posts inadequate assignment. (0 – 11 Pts.)
Follow-Up Postings	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. (13 – 15 Pts.)	Elaborates on an existing posting with further comment or observation. (11 – 13 Pts.)	Posts shallow contribution to the discussion (e.g., agrees or disagrees); does not enrich the discussion. (10 – 11 Pts.)	Posts inadequate follow-up responses to others. (0 – 10 Pts.)
Content Contribution	Posts factually correct, reflective and substantive contribution; advances discussion. (19 – 20 Pts.)	Posts information that is factually correct; lacks full development of concept or thought. (17 – 19 Pts.)	Repeats but does not add substantive information to the discussion. (15 – 16 Pts.)	Posts information that is off-topic, incorrect, or irrelevant to the discussion. (0 – 14 Pts.)
Uniqueness	new ideas new connections made with depth and detail. (14 – 15 Pts.)	new ideas of connections lack depth and/or detail. (12 – 13 Pts.)	few, if any new ideas or connections rehash or summarize other postings. (10 – 12 Pts.)	no new ideas "I agree with..." statement. (0 – 10 Pts.)
References & Support	Uses references to literature, readings, and personal experience to support comments. (9 – 10 Pts.)	Incorporates some references from literature and personal experience. (8 – 9 Pts.)	Uses personal experience, but no references to readings or research. (7 – 8 Pts.)	Includes no references or supporting experience. (0 – 7 Pts.)
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. (13 – 15 Pts.)	Contributes valuable information to discussion with minor clarity or mechanics errors. (12 – 13 Pts.)	Communicates in a friendly, courteous and helpful manner with some errors in clarity or mechanics. (10 – 12 Pts.)	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate. (0 – 10 Pts.)

PAPER WRITING RUBRIC

Criteria	Exemplary (90-100 Pts.)	Good (80-89 Pts.)	Fair (70-79 Pts.)	Poor (0-69 Pts.)
Organizational Structure	Important details and topics are well organized Clearly developed and linked introduction and conclusion Very good transitions (28-30 Pts.)	Generally well organized, fairly concise. Fairly clear introduction and conclusion Section headings are unclear (25-28 Pts.)	Inadequate section formation Unclear introduction and conclusion Unclear transitions (23-25 Pts.)	° Rambling introduction and conclusion No flow or transitions between paragraphs. ° Did not use section headings (0-23 Pts.)
Writing and Presentation	Few errors in grammar Appropriate use of vocabulary. Cited resources correctly and excellent use of reference materials Professional page/slides layout (27-30 Pts.)	A few errors in grammar Moderate use of vocabulary or limited misuse of vocabulary. Citation of sources is inaccurate. Minor problems with page/slides layout (24-27 Pts.)	Noticeable errors in grammar Limited use or moderate misuse of vocabulary. Limited citation of sources Significant problems with page/slides layout (22-24 Pts.)	Many errors in grammar Poor vocabulary or annoying misuse of vocabulary No citation of sources Annoying page/slides layout (0-21 Pts.)
Content and Thinking	<ul style="list-style-type: none"> Excellent understanding of the context and concepts. Strong arguments Demonstrates critical thinking Uses references to literature, readings, and personal experience to support comments. (35-40 Pts.)	<ul style="list-style-type: none"> Very good understanding of the context and concepts Good arguments Good thinking Incorporates some references from literature and personal experience. (31-34 Pts.)	<ul style="list-style-type: none"> Inaccurate understanding of the context and concepts Weak arguments Limited thinking Uses personal experience, but no references to readings or research. (25-30 Pts.)	<ul style="list-style-type: none"> Substantial lack of understanding of the context and concepts Confusing arguments Lack of thinking Includes no references or supporting experience. (0-25 Pts.)

Generally, using the APA format will enable students to meet the required expectations of this rubric. In essence, APA format is recommended but not required.