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PHA5930 Seminar in Pharmacy Research

Fall 2021

2 Credit Hours – [Satisfactory/Unsatisfactory]

Course Purpose

The purpose of this course is to increase student awareness of the dimension of research conducted by the College of Pharmacy faculty and to encourage and nurture student interest in research-related training. The course combines research seminar presentations given by faculty across the College of Pharmacy, small group activities, and independent learning activities to promote interest in research and development of seminar and scientific literature evaluation skills. Research seminars will be provided by approximately two faculty from each department within the College of Pharmacy in order to expose students to the breadth of research in the college. Faculty will be asked to provide a research paper for the students to review ahead of time. Seminars will be broadcasted across campuses via the video conferencing system. Small group activities will involve group reflections of seminar content.

Teaching Partnership Co-Leader

Reginald Frye, Pharm.D., Ph.D., Professor and Chair, Pharmacotherapy & Translational Research

- Email: frye@cop.ufl.edu
- Office: HPNP 3333
- Phone: 352-273-5453
- Office Hours: By appointment ONLY.

Daohong Zhou, M.D., Professor, Pharmacodynamics & Radiation Oncology

- Email: zhoudaohong@cop.ufl.edu
- Office: Basic Science Building Room BG022F
- Phone: 352-294-8952
- Office Hours: By appointment ONLY.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

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1. Form clinical/practice-related questions and retrieve evidence to advance patient care. (EPA B1).
2. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset). (EPA D1).
3. Demonstrate responsibility for personal and professional development. (EPA D3)

Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Describe the dimension of research conducted by the College of Pharmacy faculty.
2. Differentiate between basic, clinical, behavioral, and translational research.
3. Discuss the gaps filled by unique research conducted by faculty in the College.
4. Describe varying approaches to addressing research questions.
5. Describe current issues in clinical pharmacology including research methodologies and how they impact pharmacotherapy.
6. Recognize the potential impact of scientific discoveries on disease management.
7. Explain regulatory requirements for conducting research involving human subjects or animals.
8. Describe, generally, the importance of the Nuremberg Code, Declaration of Helsinki, and The Belmont Report for the protection of human research subjects.
9. Participate effectively as a team member to discuss research questions posed by faculty in the college and hypotheses and study methodology used to address these questions.
10. Identify potential problems that may arise during research conduction and potential solutions to address the problems.
11. Appropriately conduct research dissemination.

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Satisfactory completion of Blocks 5, 6, and 7.

Course Co-requisites

1. Admission into the PharmD program

Required Textbooks/Readings

The Emperor of All Maladies: A Biography of Cancer (by [Siddhartha Mukherjee](#)) (<https://www.amazon.com/Emperor-All-Maladies-Biography-Cancer-ebook/dp/B003UYUP58>). This book is available at the UF HSC Library

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(<https://uf.catalog.fcla.edu/uf.jsp?st=The+Emperor+of+All+Maladies&ix=kw&fl=bo&V=D&S=2361586122407870&l=4#top>).

- Use [UF VPN to access UF Libraries Resources](#) when off-campus.
- The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Each faculty has posted reading materials online at the course website

(<https://ufl.instructure.com/courses/389198/modules>) or will email you prior to his/her seminar.

Other Required Learning Resources

None.

Materials & Supplies Fees

UF Fee that is in addition to tuition: None

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

This course is pass/fail. In order to pass the course, you must receive an overall course grade of **69.50%**.

Assessment Item	Deadline	Criteria
Seminar Participation		See Rubric in Appendix A – Must Achieve “Satisfactory” Students are expected to participate in research seminars by listening and asking intuitive questions. Students may be called upon to answer questions during seminar discussions.
Active Learning Assignments (7)	End of each small group active learning activity	See Rubric in Appendix B – Must Achieve “Satisfactory”

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		<p>Attendance is mandatory to all small group sessions. Groups will be asked to rotate the discussion leader each day. Reflections are expected to contain student recollections and thoughts about the research and not phrases copied verbatim from the speaker's slides, handouts, or other materials. Grades will be pass or fail. Assignments will be graded for the group, with each member of the group who participated in the small group activity receiving the same grade. A passing score will be awarded for reflections that include the required components and provide insightful reflection.</p>
Quizzes	Beginning of each small group active learning activity	<p>Quizzes, consisting of 3 short answer questions, will be administered at the beginning of each small group activity to assess individual student understanding of the seminar material presented that day. A passing score will be awarded if over 50% of questions for all quizzes are answered correctly.</p>
Small Group Presentations		<p>See Rubric in Appendix C – Must Achieve “Satisfactory” Each student must participate in the small group presentation of research projects at the end of the course. Presentations will be graded for the group, with each member of the group who participated in the presentation receiving the same grade. Presentations are expected to reflect student recollections</p>

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		<p>and thoughts about the research and not phrases directly from the speaker's slides, handouts, or other materials. Grades will be pass or fail. A passing score will be awarded for presentations that include the required components, contain accurate information, and provide insightful reflection. The group is also expected to respond appropriately to questions from the audience.</p>
<p>Book report - The Emperor of all Maladies</p>	<p>Last day of class</p>	<p>See Rubric in Appendix D – Must Achieve “Satisfactory” Complete a one to two page book report summarizing what you learned about a scientist described in your assigned section of the book and how he or she advanced cancer chemotherapy. If you were to repeat an experiment done by the scientist you chose in today's environment, also describe the study objective and basic study design you would use, keeping in mind regulatory aspects of research. Passing scores will be awarded for reports that are well written and contain accurate and insightful reflection. Students will be asked to present their reports to the class.</p>

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Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

<i>Percentage Range</i>	<i>Letter Grade</i>
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [General Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Course Specific Policies

Students are expected to:

1. Be diligent and timely in studying the course material.
2. Be on time for class sessions, quizzes, and exams.
3. Be prepared for group discussions and conference calls.
4. Do your own work.
5. Actively collaborate with peers when assigned to groups.
6. Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
7. Dress appropriately for class sessions or clinically related activities.
8. Turn off cell phones and other electronic communication devices during a class session or phone conference.
9. Be quiet during class sessions including peer presentations.
10. Be focused and avoid distractive behaviors in class.

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11. Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
12. Participate in class or group discussions.
13. Raise one's hand to be recognized before making a comment during a class session.
14. Be respectful to the teacher.
15. Be respectful to fellow students in discussions.
16. Be courteous, respectful, and civil when using discussion boards.
17. Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
18. Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
19. Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
20. Seek assistance with academic or personal difficulties as soon as possible.

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the [UF COP Course policies](#). If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF [COP Student Mistreatment Report](#).

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Reginald Frye, Pharm.D., Ph.D., Professor and Chair, Pharmacotherapy & Translational Research

- Email: frye@cop.ufl.edu
- Office: HPNP 3333
- Phone: 352-273-5453

Daohong Zhou, M.D., Professor, Pharmacodynamics & Radiation Oncology

- Email: zhoudaohong@cop.ufl.edu
- Office: Basic Science Building Room BG022F
- Phone: 352-294-8952

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Instructional Designer:

Name: Kimberly Heal
 Email: kheal@cop.ufl.edu
 Office: HPNP 4309
 Phone: 352-273-6284

Academic Coordinator:

Name: Misti Merrill
 Email: mmerrill@cop.ufl.edu
 Office: HPNP 4312
 Phone: 352-273-6002
 Absence/Tardy Email: absent3pd@cop.ufl.edu

Educational Coordinators:

Name: McKenzie Wallen
 Email: mwallen@cop.ufl.edu
 Office: Jacksonville Campus

Name: Andrea Arredondo
 Email: aarredondo1@cop.ufl.edu
 Office: Orlando Campus

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)

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- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Exemplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

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Course Outline

Please routinely check your campus calendar and Canvas for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
	1	Module	Week 1	0		
		Unit	Course Introduction/Identifying a Research Question	0		1, 2, 3, 4, 5, 9
		Other	Course Overview - review syllabus	0.5		
		Reading	Review introductory slide set	0.5		
Wednesday 12/1/2021 11AM-12PM 1PM-3PM		Active Learning Session-- Web	Meet in Zoom In-class Activity: 1. Research Seminar #1 – Seminar presentation by a faculty member in the Pharmaceutical department 2. Small group active learning activities – Seminar reflection, including identifying gaps filled by the research. A group(s) will be asked to share their work with the class.	3	Thomas Schmittgen, PhD	
		Quiz In-class Graded	Quiz 1	0		
		Assignment Graded	Assignment due: Written individual reflections in students' own words on the seminar content addressing the study rationale, hypothesis, aim(s), and gaps filled by the	0		

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Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
			work based on a review of other work in the field. Assignments should be approximately 1-2 pages in length.			
		Assignment Graded	Read: Assigned section of The Emperor of Maladies. Book report on your section will be due the last week of class.	0		
		Unit	Question to Hypothesis	0		
Thursday 12/2/2021 10AM-12PM 1PM-3PM	1	Active Learning Session-- Web	Meet in Zoom In-class Activity: 1. Research Seminar #2 - Seminar presentation by the Pharmaceutical Outcomes & Policy department 2. Research Seminar #3 - Seminar presentation by the Pharmaceutical Outcomes & Policy department 3. Small group active learning activities – Each group will be assigned one of the two seminars for reflection, including identifying a hypothetical research question to address remaining gaps. A group(s) will be asked to share their work with the class.	4	Richard Segal, PhD (10:00-11:00) Wei Hsuan Jenny Lo Ciganic, PHD (11:00-12:00)	1, 2, 4, 5, 6, 9
		Quiz In-class Graded	Quiz 2	0		

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Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
		Assignment Graded	Assignment due: Written individual reflections (in own words) on the seminar content addressing the study rationale, hypothesis, aim(s), design, major findings, and advantages and disadvantages of conducting the research in a different population or model (e.g. human versus animal or cell model) Assignments should be approximately 1-2 pages in length.	0		
	2	Unit	Study Significance	0		
Wednesday 12/8/2021 11AM-12PM 1P-3PM	2	Active Learning Session-- Web	Meet in Zoom In-class Activity: 1. Research Seminar #6 - Seminar presentation by the Pharmacodynamics department 2. Small group active learning activities – Seminar reflection, including the potential impact of the research findings on drug therapy or disease management. A group(s) will be asked to share their work with the class	3	Guillaume de Lartigue, PhD (11:00-12:00)	1, 2, 4, 5, 6, 9
		Quiz In-class Graded	Quiz 4	0		

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Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
		Assignment Graded	Assignment due: Written individual reflections (in own words) on the seminar content addressing the study rationale, hypothesis, aim(s), methodology, major findings, and how the work will impact drug therapy or disease management. Assignments should be approximately 1-2 pages in length.	0		
	2	Module	Week 2	0		
		Unit	Data Analysis	0		
Thursday 12/9/2021 10AM-12PM 1-3PM	2	Active Learning Session-- Web	Meet in Zoom In-class Activity: 1. Research Seminar #7 -Seminar presentation by the Medicinal Chemistry department 2. Research Seminar #8 -Seminar presentation by the Pharmacodynamics department 3. Small group active learning activities – Each group will be assigned one seminar for reflection, including discussion of the data analysis. A group(s) will be asked to share their work with the class	4	Lina Cui, PhD (10:00-11:00) Eric Krause, PhD (11:00-12:00)	1, 2, 4, 5, 6, 9
		Quiz In-class Graded	Quiz 5	0		

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Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
		Assignment Graded	Assignment due: Written individual reflections (in own words) on the seminar content addressing the study rationale, aim(s), and methodology, with particular focus on data analysis, and major findings. Assignments should be approximately 1-2 pages in length.	0		
		Unit	Obstacles and How to Overcome Them	0		
Friday 12/10/2021 10AM-12PM 1PM-3PM	2	Active Learning Session-- Web	Meet in Zoom In-class Activity: 1. Research Seminar #9 -Seminar presentation by the Pharmacotherapy & Translational Research department 2. Research Seminar #10 -Seminar presentation by the Medicinal Chemistry department 3. Small group active learning activities – Each group will be assigned one seminar for reflection, including potential problems that may have arisen while conducting research and what could be done to overcome them. A group(s) will be asked to share their work with the class. Remainder of time to be used to prepare for group presentation.	4	Danxin Wang, PhD (10:00-11:00) Yousong Ding, PhD (11:00-12:00)	1, 2, 4, 5, 9, 10

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Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
		Quiz In-class Graded	Quiz 6	0		
		Assignment Graded	Assignment due: Written individual reflections (in own words) on the seminar content addressing the study rationale, hypothesis, aim(s), methodology, major findings, and potential problems that may arise during the research and how they may be addressed. Note: Assignments will be given for presentations on Thurs Assignments should be approximately 1-2 pages in length.	0		
		Unit	Regulatory Considerations	0		
		Video Lecture	Human subject research	0.5		
		Video Lecture	Animal Research	0.5		
Monday 12/13/2021 11am-12pm 1-3PM	2	Active Learning Session-- Web	In-class Activity: Review readings/videos on human subjects and animal protections in research Small group active learning activities – Reflect on a prior seminar conducted in human subjects or animals and the precautions that were necessary to protect the welfare of study subjects. A group(s) will be asked to present their work. Remainder	2		

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Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
			of time to be used to prepare for group presentation.			
		Quiz In-class Graded	Quiz 7	0		
		Assignment Graded	Assignment due: Written individual reflections on precautions needed to protect study subjects. Assignments should be approximately 1 page in length.	0		
	3	Module	Week 3	0		
	3	Unit	Small Group Presentations	0		
Tuesday 12/14/2021 10AM-12PM 1-3PM	3	Active Learning Session-- Web	Individual and Small Group Presentations Each student will be asked to present in his/her own words a summary of the background and research of one of the scientists described in The Emperor of all Maladies. In addition, the student is asked to present the hypothesis and aim(s) of one of scientist's research. If the student was to repeat the experiment done, also describe the basic study design, keeping in mind the regulatory aspects of research. In your groups, design a new research project that includes	4	1, 2, 3, 4, 5, 6, 9, 11	

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Date and Time	Week	Activity	Unit Topic	Contact hrs.	Responsible	Objectives
			all aspects of the drug discovery and development process. Select one disease to focus on and describe how you would find a hit compound, then how you would optimized the lead. Be sure to discuss which kind of in vitro assays are most appropriate, before animal studies. If possible, design clinical trials and discuss potential drawbacks, back up plans and challenges. Work in your groups for 60-75 minutes to come up with the plan, then plan to describe your work, as a team, to finish the session.			
		Assignment Graded	Book Report on The Emperor of Maladies			
		Assignment Graded	Small Group Presentations			
			Total Contact Time in Course:	30		

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Appendix B: Rubric for Assessing Student Participation in Class

Grade Determination: Satisfactory = 6 Points with a score of “Proficient” in 2 of the 3 areas.

Unsatisfactory = 5 or less points

	Exemplary (Score = 3)	Proficient (Score = 2)	Developing (Score = 1)	Unacceptable (Score = 0)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say and contributes to the dialogue	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks. Occasionally needs encouragement or reminder from T.A of focus of comment	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	

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Appendix C. Active Learning Reflections

Grade Determination: Satisfactory = 3 Points with a score of “Meets Expectations” in 2 of the 3 areas.
Unsatisfactory = 2 or less points

Proficiency Level	Accomplished (2 Points)	Meets Expectations (1 Point)	Deficits Exist (0 Points)
Quality of Information	Interprets information in accurate and highly insightful ways. Cites readings and prior experiences and explains how these references extend and refine insights.	Information is summarized and not a reiteration of information provided by the instructor or in readings. References are sometimes made to other readings or experiences. Interpretations of information are precise and clear.	Reflections are descriptive: a reiteration of what was presented by instructor or read. Serious misinterpretations or not interpretation of the information is evident. Reflection is shallow and egocentric.
Organization	Information is very well organized with well-organized paragraphs and subheadings where appropriate.	Information is logically organized and most paragraphs are well-organized. One or two paragraphs could be better organized.	Information is disorganized.
Mechanics	No grammatical, spelling or punctual errors.	1-2 grammatical, spelling or punctual errors.	Three or more grammatical, spelling or punctual errors.

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Appendix D. Group Presentation

Grade Determination: Satisfactory = 4 Points with a score of “Meets Expectations” in 3 of the 4 areas.
Unsatisfactory = 3 or less points

	Accomplished (2 Points)	Meets Expectations (1 Point)	Deficits Exist (0 Points)
Content <i>Did the presentation have valuable information?</i>	Presentation had an exceptional amount of valuable information. Knowledge of subject extended beyond expectations. Knowledge of the subject is evident throughout.	Presentation had a good amount of valuable information. Knowledge of the subject met expectations. Information was clear, appropriate, and correct.	Presentation had little or no valuable information. Insufficient knowledge of the subject. Information was incorrect and/or confusing.
Collaboration <i>Did everyone contribute to the presentation? Was everyone well versed in the presentation material?</i>	The team members built on each other’s ideas extensively. It was very evident that all of the group members contributed equally to the presentation.	The team members built on each other’s thoughts most of the time. It seemed like everyone contributed to the presentation but the contributions of several members could have been greater.	It seemed as though only a few people were knowledgeable of the content and/or contributed to the presentation.
Organization <i>Was the presentation well organized and easy to follow?</i>	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal or no signs of organization or preparation.
Presentation <i>Did the presenters speak clearly? Was it obvious the material had been rehearsed? Were materials free of errors?</i>	Presenters did an excellent job engaging the class in the presentation. Presenters were very confident and spoke clearly. Materials were free of spelling/grammatical errors.	Presenters showed evidence of planning prior to presentation. Presenters were generally confident and spoke clearly. Materials had less than 2 spelling/grammatical errors.	Presenters demonstrated little evidence of planning prior to presentation. Presenters mumbled and/or speaking was not clear. Materials had spelling/grammatical errors.

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Appendix E. Book Report

Rubric Grade Determination: Satisfactory = 9 Points with a score of “Accomplished” in 2 of the 3 areas.
Unsatisfactory = 8 or less points

Criteria	Exemplary 4 Yes	Accomplished 3 Yes, but	Developing 2 No, but	Beginning 1 No
Quality of Information	◆ Book is summarized very well. ◆ Clearly identifies insight in how to apply these points in the future.	◆ Book summary is accurate but not precise. ◆ Cites how thoughts from the book can be applied in the future.	◆ Book summary is sketchy. ◆ Attempts to apply thoughts to the future but this is not clearly described.	◆ Book summary is very sketchy. ◆ No application to the future.
Organization	◆ Good organization; points are extremely well organized from a logical perspective.	◆ Although organized, the logical thoughts supporting the points could be improved.	◆ Some organization but there is weak logical progression in thoughts.	◆ Poorly organized;
Grammar, Usage, Mechanics, Spelling	◆ No errors	◆ Only one or two errors	◆ More than two errors	◆ Numerous errors distract from understanding