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| Form: Course Syllabus | Form Number | EXC-01-02-02A |
| | Issue Number and Date | 2/3/24/2022/2963 05/12/2022 |
| | Number and Date of Revision or Modification | |
| | Deans Council Approval Decision Number | 2/3/24/2023 |
| | The Date of the Deans Council Approval Decision | 23/01/2023 |
| | Number of Pages | 06 |

| | | |
|-----|--|---|
| 1. | Course Title | Upper extremity prostheses |
| 2. | Course Number | 1803217 |
| 3. | Credit Hours (Theory, Practical) | 3 (Theory) |
| | Contact Hours (Theory, Practical) | 3 hours/week |
| 4. | Prerequisites/Corequisites | 1. Physiology (2) (0501108) 2. Biomechanics (1833101) |
| 5. | Program Title | Bachelor's in Orthotics and Prosthetics |
| 6. | Program Code | 1803 |
| 7. | School/Center | School of Rehabilitation Sciences |
| 8. | Academic Department | Orthotics and Prosthetics |
| 9. | Course Level | Undergraduate |
| 10. | Year of Study/Semester | 2 nd year , 2 nd Semester |
| 11. | Program Degree | BSc in Orthotics and Prosthetics |
| 12. | Other Departments involved in Teaching the course | None |
| 13. | Main Teaching Instruction language | English |
| 14. | Learning Types | <input checked="" type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input type="checkbox"/> Fully Online |
| 15. | Online Platform(s) | <input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams |
| 16. | Issuing Date | December 29, 2024 |
| 17. | Revision Date | January 5, 2025 |



18. Course Coordinator

Name: Dr. Mahmoud Alfatafta

Contact hours: Sunday (09:00-10:00) PM, Monday (09:00-10:00) AM, and Wednesday (09:00-10:00) AM.

Office number: 336

Phone number: +962-6-5355000 - 23226

Email: m.alfatafta@ju.edu.jo

19. Other Instructors

Name:

Office number:

20. Course Description

Through this course student will gain a comprehensive understanding of upper limb prosthetics. This course focuses on the design, fabrication, and fitting of upper limb prosthetics, with a particular emphasis on cosmetic and body-powered prostheses. Students will learn about a variety of sockets, control systems, and how to select the most suitable system for each patient. The course will also cover the latest advancements in the field of upper limb prosthetics.



21. Program Learning Outcomes

Program Learning Outcomes Descriptors (PLOD)

| PLO | National Qualification Framework Descriptors* | | |
|---|---|-------------------------------------|-------------------------------------|
| | Knowledge (A) | Skills (B) | Competency (C) |
| 1. Develop and integrate knowledge from foundational courses; including basic sciences, medical sciences, and research methods to reflect on rehabilitation sciences practice. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Demonstrate comprehensive knowledge and practical application of orthotics and prosthetics principles, including biomechanics, material science, device design, clinical application, emerging technologies, and evidence-based practices to support patient care and innovation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Apply orthotic and prosthetic skills and techniques in accordance with professional standards, integrating the effective use of equipment, materials, components, and emerging technologies to design and fabricate devices. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Perform comprehensive patient evaluations and develop individualized, evidence-based treatment plans, considering personal and environmental factors across diverse clinical settings. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Compose effective oral and written communication for clinical and professional purposes including the use of information technology resources | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. Operate within interprofessional teams of healthcare providers, clients, communities, and organizations in traditional and emerging practices and illustrate the qualities of a lifelong learner | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7. Apply leadership and management skills to advance Jordan and the global community scientifically, socially, and technologically in rehabilitation sciences. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8. Generate scientific research that advances rehabilitation practices locally and globally. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9. Employ critical thinking, clinical reasoning, and ethical principles to assess complex clinical situations, formulate informed decisions, and deliver patient-centered orthotic and prosthetic interventions. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10. Exhibit autonomy in clinical decision-making while identifying and overcoming the challenges in delivering patient-centered orthotic and prosthetic interventions, including managing complex cases and addressing resource limitations. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

*Choose only one descriptor for each PLO: knowledge, skills, or competencies.



22. Course Learning Outcomes: By the end of this course, the student is expected to achieve the following Learning outcomes:

CLO 1. Explain the fundamental principles of upper limb prosthetics, including the design, fabrication, and fitting of cosmetic and body-powered prostheses. (*Knowledge/Understand*).

CLO 2. Differentiate between various upper limb socket designs and control systems, demonstrating an understanding of their functionalities and applications. (*Skills/Analyze*)

CLO 3. Select and justify the most appropriate upper limb prosthetic system for patients based on their unique needs and clinical requirements. (*Skills/Apply*)

CLO 4. Evaluate the latest advancements in upper limb prosthetics, incorporating innovative techniques and technologies into clinical practice. (*Competencies*)

CLO 5. Assess the performance and functionality of upper limb prostheses and propose adjustments to optimize patient outcomes. (*Competencies*)

Matrix of Course Learning Outcomes according to National Qualification Framework Descriptors

| CLO Number | Knowledge | | Skills | | | | Competencies |
|------------|-----------|------------|--------|---------|----------|--------|--------------|
| | Remember | Understand | Apply | Analyze | Evaluate | Create | |
| 1 | | X | | | | | |
| 2 | | | | X | | | |
| 3 | | | X | | | | |
| 4 | | | | | | | X |
| 5 | | | | | | | X |

23. Matrix linking Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

| CLO \ PLO* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | **Descriptors | | |
|------------|---|---|---|---|---|---|---|---|---|----|---------------|---|---|
| | | | | | | | | | | | A | B | C |
| 1. | X | | | | | | | | | | X | | |
| 2. | X | | | | | | | | | | X | | |
| 3. | X | | | | | | | | | | | X | |
| 4. | | | | | | | | X | | | | | X |
| 5. | | | | | | | | | X | | | | X |

*Map each Course Learning Outcome to ONLY one Program Learning Outcome based on the Courses Matrix

** Descriptors are assigned based on (PLO) that was chosen and specified in the program learning outcomes matrix in item (21)



24. Topic Outline and Schedule:

| Week | Lecture | Topic | ILO/s Linked to the Topic | Learning Types (Face to Face/ Blended/ Fully Online) | Platform Used | Synchronous / Asynchronous Lecturing | Evaluation Methods | Learning Resources |
|------|---------|--|---------------------------|---|---------------|--------------------------------------|--------------------|--------------------|
| 1 | 1.1 | Syllabus and General introduction | - | Face to face | Moodle | Sync | - | - |
| | 1.2 | General Terminology part 1 | 1-5 | Face to face | Moodle | Sync | Exams | Refs. |
| | 1.3 | General Terminology part 2 | 1-5 | Face to face | Moodle | Sync | Exams | |
| 2 | 2.1 | <i>Fundamental principles of biomechanics for the upper limb</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 2.2 | <i>Prehension</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 2.3 | <i>Motor control of upper limb</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 3 | 3.1 | <i>Upper limb Amputation</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 3.2 | <i>Upper limb Amputation</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 3.3 | <i>Congenital cases</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 4 | 4.1 | <i>Introduction to upper limb prosthetics</i> | 1-3 | Face to face | Moodle | Sync | Exams | |
| | 4.2 | <i>Upper limb prosthetic components</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 4.3 | <i>Types of upper limb prosthesis</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 5 | 5.1 | <i>Terminal devices</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 5.2 | <i>Terminal devices</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 5.3 | <i>Terminal devices</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 6 | 6.1 | Wrist units | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 6.2 | Wrist units | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 6.3 | Passive devices | 1-5 | Face to face | Moodle | Sync | Exams | |



| | | | | | | | | |
|----|------|--|-----|--------------|--------|------|----------------------------------|--|
| 7 | 7.1 | Q&A sessions | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 7.2 | Midterm Exam | 1-5 | Face to face | - | Sync | - | |
| | 7.2 | Exam review | 1-5 | Face to face | | | | |
| 8 | 8.1 | <i>Elbow Units for the Trans-radial Amputee</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 8.2 | <i>Elbow Units for the Trans-humeral Amputee</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 8.3 | <i>Elbow units for cosmetic</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 9 | 9.1 | <i>Cosmetic gloves: The stock glove</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 9.2 | <i>Cosmetic gloves: The custom production glove</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 9.3 | <i>Cosmetic gloves: The custom-sculpted glove</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 10 | 10.1 | <i>Shoulder units</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 10.2 | <i>SOURCES OF BODY INPUTS TO PROSTHESIS CONTROLLERS</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 10.3 | <i>MECHANICS OF THE BELOW-ELBOW (TRANSRADIAL) CONTROL SYSTEM</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 11 | 11.1 | <i>TRANSRADIAL HARNESS</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 11.2 | <i>STANDARD TRANSHUMERAL HARNESS</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 11.3 | <i>Shoulder disarticulation harness</i> | 1-5 | Face to face | Moodle | Sync | Exams | |
| 12 | 12.1 | Trans-radial sockets | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 12.2 | Above elbow sockets | 1-5 | Face to face | Moodle | Sync | Exams | |
| | 12.3 | Donning and Doffing the body powered Prosthesis | 1-5 | Face to face | Moodle | Sync | Exams | |
| 13 | | Student assignment presentation | 1-5 | Face to face | Moodle | Sync | Supervisor evaluation/ Rubric | |
| 14 | | Student assignment presentation | 1-5 | Face to face | Moodle | Sync | Supervisor evaluation/ Rubric | |
| | | Q&A session | | | | | | |
| 15 | | Final Exam | 1-5 | Face to face | - | Sync | - | |



25. Evaluation Methods:

| Course Evaluation Plan | | | | | | |
|---|------------------------------------|--------------------------|---|---|---|---|
| Evaluation Activity | Mark* | Course Learning Outcomes | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| First Exam (mid exam) | 30 | x | x | x | x | x |
| Second Exam | | | | | | |
| Final Exam | 50 | x | x | x | x | x |
| Classwork | | | | | | |
| Evaluation of Semester work | Projects\Reports | | | | | |
| | Research\Worksheets | | | | | |
| | Fieldwork visits | | | | | |
| | Clinical and practical performance | | | | | |
| | Portfolio | | | | | |
| | Presentations | 20 | x | x | x | x |
| | Simulation/Modeling | | | | | |
| | Discussion | | | | | |
| | Quizzes | | | | | |
| | Exercises | | | | | |
| | Interviews | | | | | |
| | Conferences | | | | | |
| Any other evaluation activities approved by the faculty committee | | | | | | |
| Total Marks (100%) | | | | | | |

* According to the instructions for granting a bachelor's degree

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**According to the instructions of organizing semester work, tests, examinations, and grades for the bachelor's degree.



Mid-term exam descriptions table*

| CLO no. | CLO Weight | Total no. of questions | Total exam mark | No. of questions per CLO | No. of questions/ cognitive level | | | | | |
|---------|------------|------------------------|-----------------|--------------------------|-----------------------------------|-------------------|--------------|---------------|----------------|--------------|
| | | | | | Remember 30% | Understanding 20% | Applying 20% | Analyzing 10% | Evaluating 10% | Creating 10% |
| 1 | 10 | 10 | 30 | 10 | | | | | | |
| 2 | 10 | 10 | 30 | 10 | | | | | | |
| 3 | 10 | 10 | 30 | 10 | | | | | | |
| 4 | NA | NA | NA | | | | | | | |
| 5 | NA | NA | NA | | | | | | | |

* A table of descriptions is added in the case of courses that require a second exam.

Final exam descriptions table

| CLO no. | CLO Weight | Total no. of questions | Total exam mark | No. of questions per CLO | No. of questions/ cognitive level | | | | | |
|---------|------------|------------------------|-----------------|--------------------------|-----------------------------------|-------------------|--------------|---------------|----------------|--------------|
| | | | | | Remember 30% | Understanding 20% | Applying 20% | Analyzing 10% | Evaluating 10% | Creating 10% |
| 1 | 10 | 10 | 50 | 10 | | | | | | |
| 2 | 10 | 10 | 50 | 10 | | | | | | |
| 3 | 10 | 10 | 50 | 10 | | | | | | |
| 4 | 15 | 15 | 50 | 15 | | | | | | |
| 5 | 5 | 5 | 50 | 5 | | | | | | |

26. Course Requirements

Students should have internet connection, a computer and access to e-learning system. All lectures are face to face.

27. Course Policy

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments,



etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class(es).

- An absence of more than 15% of all the number of classes, which is equivalent of 5 lectures, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail, and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan.

B- Absences from exams and handing in assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.
- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, and misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.



- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

- Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams.
- All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material

F-Available university services that support achievement in the course:

- The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services.
- If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.



28. References

A- Required book(s), assigned reading and audio-visuals:

1. Smith D.G., Michael J.W. and Bowker J.H. Atlas of amputations and limb deficiencies: Surgical, prosthetic, and rehabilitation principles. 3 ed. 2004. Rosemont: American Academy of Orthopaedic Surgeons.
2. Krajbich JI, Pinzur MS, Potter BK, Stevens PM. Atlas of amputations and limb deficiencies: surgical, prosthetic, and rehabilitation principles. Lippincott Williams & Wilkins; 2023 Aug 29. 2. Lower Limb Orthotics; Orthotist supplement. New York University.
3. Clinical anatomy for medical students, (7th Ed.), Snell Richard S.
4. Biomechanics: Principles and Application, Furey, Michael J. "Joint lubrication." (2000).
5. Pamela K Levangie, Cynthia C Norkin. Joint Structure and Function: A Comprehensive Analysis. 4th ed. 2005. Philadelphia: F.A. Davis

- Recommended books, materials, and media:

- Students should have internet connection, a computer and access to Microsoft Teams and the Moodle (e-learning system). All theory lectures will be given face to face and will be provided at the dashboard of the e-learning system.
- Articles and teaching materials provided by lecturer through the e-learning website
- Videos of practical content uploaded on Microsoft Stream, E-learning and YouTube

29. Additional Information

- This course builds on the knowledge that you have obtained in the Physics, anatomy, Orthopedics, Gait analysis and biomechanics so make sure that you prepare and revise the necessary information.
- This course is highly dependent on the e-learning website so make sure you have access to this platform and you can download the materials and access the lectures.
- If you require any further information, make sure to e-mail the instructor and arrange for a meeting during the announced office hours



| | | |
|--|---------------------------|-----------------------------|
| Name of the Instructor or the Course Coordinator: Dr. Mahmoud Alfatafta | Signature: MF | Date: Dec 29, 2024 |
| Name of the Head of Quality Assurance Committee/ Department Dr. Mahmoud Alfatafta | Signature: MF | Date: |
| Name of the Head of Department Dr. Mahmoud Alfatafta | Signature: MF | Date: |
| Name of the Head of Quality Assurance Committee/ School or Center ... Dr. Lara Al-khlaifat | Signature: L.k..... | Date: 2/11/2025 |
| Name of the Dean or the Director Dr. Lara Al-khlaifat | Signature: ...L.k..... | Date: ...2/11/2025... |



Assignment Rubric

The University of Jordan
 Faculty of Rehabilitation Sciences
 Prosthetics and Orthotics Department

Student's name: _____ Student's roll no.: _____ Case study.: _____ Total score: ____/ 20

| | Below Standard (mark 0) | Approaching Standard (2.5 marks) | At Standard (5 marks) | Score |
|---|--|--|---|--------------|
| Explanation of Ideas & Information (knowledge) | <ul style="list-style-type: none"> Does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) Does not address alternative or opposing perspectives | <ul style="list-style-type: none"> Presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed Attempts to address alternative or opposing perspectives, but not clearly or completely | <ul style="list-style-type: none"> Presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning Selects information, develops ideas and uses a style appropriate to the purpose, task, and audience Clearly and completely addresses alternative or opposing perspectives | |



| | Below Standard (mark 0) | Approaching Standard (3 marks) | At Standard (6 marks) | |
|--|---|--|---|--|
| Questions (individually) | <ul style="list-style-type: none"> • Wrong answer | <ul style="list-style-type: none"> • Incomplete answer | <ul style="list-style-type: none"> • Fully correct answer | |
| | Below Standard (mark 0) | Approaching Standard (1.5 marks) | At Standard (3 marks) | |
| Participation in Team Presentations | <ul style="list-style-type: none"> • Not all team members participate; only one or two speak | <ul style="list-style-type: none"> • All team members participate, but not equally | <ul style="list-style-type: none"> • All team members participate for about the same length of time | |
| Self-confidences and presentation | <ul style="list-style-type: none"> • Does not look at audience; reads note or slides • Does not use gestures or movements • Lacks poise and confidence (fidgets, slouches, appears nervous) • Wears clothing inappropriate for the occasion • Mumbles or speaks too quickly or slowly • Speaks too softly to be understood • Frequently uses “filler” words (“uh, um, so, and, like, etc.”) • Does not adapt speech for the context | <ul style="list-style-type: none"> • Makes infrequent eye contact; reads note or slides most of the time • Uses a few gestures or movements but they do not look natural • Shows some poise and confidence, (only a little fidgeting or nervous movement) • Makes some attempt to wear clothing appropriate for the occasion • Speaks clearly most of the time • Speaks loudly enough for the audience to hear most of the time, but may speak in a monotone | <ul style="list-style-type: none"> • Keeps eye contact with audience most of the time, only glances at notes or slides • Uses natural gestures and movements • Looks poised and confident • wears clothing appropriate for the occasion • Speaks clearly; not too quickly or slowly • Speaks loudly enough for everyone to hear; changes tone and pace to maintain interest | |



| | | | | |
|----------------------------------|--|--|--|--|
| | and task | <ul style="list-style-type: none"> • Occasionally uses filler words • Attempts to adapt speech for the context and task but is unsuccessful or inconsistent | <ul style="list-style-type: none"> • Rarely uses filler words • Adapts speech for the context and task, Demonstrating command of formal English when appropriate | |
| Organization & layout | <ul style="list-style-type: none"> • Does not meet requirements for what should be included in the presentation • Does not have an introduction and/or conclusion • Uses time poorly; the whole presentation, or a part of it, is too short or too long | <ul style="list-style-type: none"> • Meets most requirements for what should be included in the presentation • Has an introduction and conclusion, but they are not clear or interesting • Generally, times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | <ul style="list-style-type: none"> • Meets all requirements for what should be included in the presentation • Has a clear and interesting introduction and conclusion • Organizes time well; no part of the presentation is too short or too long | |
| Bonus | | | | |
| Presentation Aids | <ul style="list-style-type: none"> • Does not use audio/visual aids or media • Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation | <ul style="list-style-type: none"> • Uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation • Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation | <ul style="list-style-type: none"> • Uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence, and to add interest • Smoothly brings audio/visual aids or media into the presentation | |



Important Notes:

1. Plagiarism is strictly prohibited. Any assignment with a plagiarism rate exceeding 25% will receive a score of zero.
2. Identical assignments submitted by students from any class will result in a zero mark for all involved parties.
3. Failure to attend presentation lectures or submit the assignment report by the due date, without a valid excuse, will result in a score of zero.