

GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM



PATHOPHYSIOLOGY

NURS 3313
8 Week Course

Fall 2020

GRAYSON COLLEGE

Course Syllabus for 2020-2021

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information:

NURS 3313, Pathophysiology, Fall 2020 Hybrid/Online

Professor Contact Information

Name Dr. Michael Anders

Location HS 105, Mary Moses Health Science Building on the Faculty Corridor

Office hours are posted outside office door.

Office: 903-463-8683

Email: andersm@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any time during the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:

(3-0-3) This course facilitates the registered nurse's development of systems to manage the health deviations of the individual therapeutically. Concepts of health promotion, disease prevention, disease progression, and treatment are approached from a cellular and multisystem perspective. Influences of genetic, ethnic, and cultural variables on human diseases are analyzed. Content aims at stimulating critical thinking for application to nursing practice in a variety of clinical settings.

End of Program Student Learning Outcomes

1.0 Member of the Profession:

- 1.1 Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.
- 1.2 Promote the profession of nursing through advocacy and leadership activities.

2.0 Provider of Patient-Centered Care

- 2.1 Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.
- 2.2 Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities
- 2.3 Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction
- 2.4 Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0 Patient Safety Advocate

- 3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks
- 3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0 Member of the Healthcare Team

- 4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need
- 4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

1. Integrate knowledge and concepts from anatomy, physiology, microbiology, and previous nursing courses into the study of pathophysiology of human diseases.
2. Understand the pathologic origins of selected diseases at the cellular and systemic level.

3. Demonstrate an understanding of compensatory mechanisms in response to alterations in physiology.
4. Synthesize evidence-based, disease-specific research findings and pathophysiology concepts to nursing practice.
5. Demonstrates an understanding of the impact of genetics and environmental risk factors on health promotion, disease development, progression and treatment.
6. Correlate diagnostic test results to objective and subjective disease symptoms.

Required Textbooks and Materials

NURS 3313, Pathophysiology
 Fall 2020 Required Textbooks and Materials
 Books can be purchased in print or electronic form

ISBN	Author	Title
978-1284120196	Story, Lachel	Pathophysiology: A Practical Approach, 3 rd ed.

Required Assignments & Academic Calendar

(Topics, Reading Assignments, Due Dates, Exam Dates and where/how exams will be administered)

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Course Schedule

Semester Dates	Individual Learning Activities	Assignments	DUE	Percent of Grade
Week 1 – Class Starts August 24	WELCOME & INTRODUCTION TO Pathophysiology	Canvas Discussion Introductions	8/30/2020	Required, but not graded
	READ: Syllabus Course Schedule Chapter 1, 2 Pathophysiology: A Practical Approach, 3 rd ed.	Case Study #1	8/30/2020	5 points

Semester Dates	Individual Learning Activities	Assignments	DUE	Percent of Grade
	Guidelines for completing case studies, exams, and concept map. Chapter PowerPoints			
Week 2 August 31- September 6	READ: Chapter 3, 4 Pathophysiology: A Practical Approach, 3 rd ed. Chapter PowerPoints	Case Study #2 Exam 1- Online Essay Exam	9/4/2020 9/6/2020	5 points 15 points
Week 3 September 7-13	READ: Chapter 5, 6 Pathophysiology: A Practical Approach, 3 rd ed. Chapter PowerPoints	Case Study #3	9/13/2020	5 points
Week 4 September 14-20	READ: Chapter 7, 8 Pathophysiology: A Practical Approach, 3 rd ed. Chapter PowerPoints	Case Study #4 Exam 2- Online Essay Exam	9/18/2020 9/20/2020	5 points 15 points
Week 5 September 21-27	READ: Chapter 9, 10 Pathophysiology: A Practical Approach, 3 rd ed. Chapter PowerPoints	Case Study #5 Begin Working on Concept Map	9/27/2020	5 points
Week 6 September 28- October 4	SYNTHESIZING THE EVIDENCE READ: Chapter 11, 12 Pathophysiology: A Practical Approach, 3 rd ed. Chapter PowerPoints	Case Study #6 Exam 3- Online Essay Exam	10/2/2020 10/4/2020	5 points 15 points
Week 7 October 5-11	READ: Chapter 13, 14 Pathophysiology: A Practical Approach, 3 rd ed. Chapter PowerPoints	Final Exam- Online Essay Exam	10/11/2020	20 points
Weeks 8 – October 12-15	Final Week	* Concept Map Presentations	10/14/2020	5 points (100 Total Possible Points)

***This assignments is required for the completion of the course and must be added to the student's Portfolio as a requirement for completion of the BSN program.**

Methods of Evaluation

(Grading policy including percentages for assignments, grade scale, etc.)

Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Exams: 3 @ 15%	45%
Final Exam	20%
Case Studies: 6 @ 5%	30%
Pathophysiology Concept Map	5%
Total	100%

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of “C” or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS

***Please note: Rubrics for all assessments are located at the end of this syllabus.**

Methods of Instruction

In accordance with current restrictions related to the COVID 19 outbreak this course will be conducted 100% online. There will be no required on-campus activity. This is a 3.0 credit hour course

- Recorded lectures
 - Assigned textbooks and article readings
 - Exams
 - Case Studies
 - Concept Map
 - Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
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Computer Hardware and Software Requirements

It is the student’s responsibility to have access to a computer with a reliable Internet connection and a computer that is compliant with recommended browsers and settings in order to effectively utilize Canvas. In order for Canvas to function properly, your computer must have the latest updates and plugins. Refer to the student handbook or the course module on *Required Technology and Skills* for details on computer requirements.

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
 2. Attendance is verified within Canvas for all courses.
 3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.
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STUDENT RESPONSIBILITY & ATTENDANCE

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to

adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self-reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK

In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at andersm@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty

know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. The Final week (week 8) ends on Thursday. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

Student Conduct & Discipline

Refer to the RN to BSN Student Handbook for policies

Academic Integrity

Refer to the RN to BSN Student Handbook for specific policies

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**NURS 3313 PATHOPHYSIOLOGY
CASE STUDY REPORT RUBRIC**

CRITERION	STRONG	AVERAGE	WEAK
Identification of Main Issues/Problems 20%	Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study.	Identifies and demonstrates an accomplished understanding of most of the issues/problems.	Identifies and demonstrates acceptable understanding of some of the issues/problems in the case study.
Analysis and Evaluation of Issues/Problems 20%	Presents an insightful and thorough analysis of all identified issues/problems.	Presents a thorough analysis of most of the issues identified.	Presents a superficial or incomplete analysis of some of the identified issues.
Recommendations on Effective Solutions/ Strategies 30%	Supports diagnosis and opinions with strong arguments and well-documented evidence; presents a balanced and critical view; interpretation is both reasonable and objective.	Supports diagnosis and opinions with limited reasoning and evidence; presents a somewhat one-sided argument; demonstrates little engagement with ideas presented.	Little or no action suggested and/or inappropriate solutions proposed to the issues in the case study.
Links to Course Readings and Additional Research 20%	Makes appropriate and powerful connections between identified issues/ problems and the strategic concepts studied; supplements case study with	Makes appropriate but somewhat vague connections between identified issues/problems and concepts studied; demonstrates limited	Makes inappropriate or little connection between issues identified and the concepts studied; supplements case study, if at all, with

	relevant and thoughtful research and documents all sources of information.	command of the analytical tools studied; supplements case study with limited research.	incomplete research and documentation.
Writing Mechanics and Formatting Guidelines 10%	Demonstrates clarity, conciseness and correctness; formatting is appropriate and writing is free of grammar and spelling errors.	Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization.	Writing is unfocused, rambling, or contains serious errors; poorly organized and does not follow specified guidelines.

NURS 3313 PATHOPHYSIOLOGY

ESSAY TEST ASSESSMENT RUBRIC

CRITERION	EXCELLENT	GOOD	ADEQUATE	MARGINAL	NO CREDIT
Question 1 20%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 2 20%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 3 20%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No	Answer is accurate and complete. Key points are stated and supported. Minor grammar or	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer

	grammar or spelling issues.	spelling issues.			
Question 4 20%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 5 20%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer

**NURS 3313 PATHOPHYSIOLOGY
CONCEPT MAP ASSESSMENT RUBRIC**

CRITERION	EXCELLENT	GOOD	ADEQUATE	MARGINAL	NO CREDIT
Structure 25%	Non-linear structure that provides a very complete picture of your ideas	Non-linear structure that provides a complete picture of your ideas	Non-linear structure that provides a picture of your ideas	Non-linear structure that provides a picture of your ideas	Inappropriate structure
Relationships 25%	Relative importance of ideas is indicated and both simple and complex relationships are very effectively mapped	Relative importance of ideas is indicated and relationships are very effectively mapped	Relative importance of ideas is indicated; relationships are mapped	Importance is evident but not very distinctive; relations are somewhat clear but lacking	No differentiation between ideas; no evidence of meaningful relationships
Exploratory 25%	Map shows complex thinking about	Map shows effective thinking about	Map shows definite thinking about	Map shows some thinking about	Thinking process is not clear

	the meaningful relationship between ideas, themes, and the framework	the meaningful relationships between ideas, themes, and the framework	relationships between ideas, themes, and the framework	relationships between ideas, themes, and the framework	
Communication 25%	Information is presented clearly and allows for a high level of understanding	Information is presented clearly and allows for a good level of understanding	Information is presented clearly and allows for a basic level of understanding	Information is presented and some understanding can be gained	Information is not clear, very difficult to understand

NURS 3313 PATHOPHYSIOLOGY
ESSAY FINAL ASSESSMENT RUBRIC

CRITERION	EXCELLENT	GOOD	ADEQUATE	MARGINAL	NO CREDIT
Question 1 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 2 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 3 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated,	Answer is accurate and complete. Key points are stated and supported.	Answer is not comprehensive or completely stated. Key points are not supported	Answer is partial or incomplete. Key points are unclear. Significant	No Answer

	explained, and supported. No grammar or spelling issues.	Minor grammar or spelling issues.	well. Moderate grammar or spelling issues.	grammar or spelling issues.	
Question 4 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 5 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 6 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 7 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 8 10%	Answer is comprehensive, accurate, and	Answer is accurate and complete. Key	Answer is not comprehensive or completely	Answer is partial or incomplete.	No Answer

	complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	points are stated and supported. Minor grammar or spelling issues.	stated. Key points are not supported well. Moderate grammar or spelling issues.	Key points are unclear. Significant grammar or spelling issues.	
Question 9 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer
Question 10 10%	Answer is comprehensive, accurate, and complete. Key points are clearly stated, explained, and supported. No grammar or spelling issues.	Answer is accurate and complete. Key points are stated and supported. Minor grammar or spelling issues.	Answer is not comprehensive or completely stated. Key points are not supported well. Moderate grammar or spelling issues.	Answer is partial or incomplete. Key points are unclear. Significant grammar or spelling issues.	No Answer