# NURS 4210 Assignment Rubric

**Week 3 Windshield Survey/Community Assessment – Week 3 Day 7**

**Assignment:**

**Topic: The topic I originally chose was Drug Seekers and Drug abuse in the Inland Empire.**

Conduct a windshield survey in a section of your community as viewed through the eyes of the public health nurse. The 3-4 page paper includes an introduction to the community, photographs of selected areas, Windshield Survey findings, description of the population, vulnerable population description, and available resources. Include your conclusions about your community and your selected population for your practicum. (See additional details in Week 2 Assignment). Select at least 5 scholarly resources to support your assessment. Websites may be included but the paper must include 5 scholarly resources in its development.

**Grading Rubric:**

Review the Rubric on page 2 to guide you in writing your assignment. The Rubric is also your instructor’s guide to grading your assignment.

**Format / Template:**

Please use the Walden University. Walden templates: General templates: APA course paper template with advice (6th ed.). Retrieved from <http://academicguides.waldenu.edu/writingcenter/templates/general#s-lg-box-2774360>

*(Notice the webinar on using a template. Delete the abstract page in the template. This is not required for this course).*The template includes the correct font and formatting: 12 pt. Times New Roman font, double spacing, and 1 inch margins on all sides.

**\*\* Writing Checklist \*\* (at end of document)**

Review the items on the checklist to ensure that you meet the next level of expectations of AWE Checklist (Level 4000). *In particular please note new expectations for Use of evidence and Credit to Source.* Use a scholarly voice. Refer to scholarly writing websites:

<http://academicguides.waldenu.edu/writingcenter/scholarlyvoice>

<http://academicguides.waldenu.edu/writingcenter/webinars/scholarlywriting#s-lg-box-2773859>

**Submission Instructions:**

Before you submit your final assignment for grading, submit it to Safe Assign in the Week 5 Draft area of the course. Use the information provided in the Originality Report to revise your assignment. Paraphrasing and citing your sources in-text will decrease the similarity score. Click here <http://academicguides.waldenu.edu/ASCtii/ASCtiioriginality> to learn how to interpret your originality score. Revise your assignment before submitting your assignment in response to the Week 5 Assignment.

Please save your Assignment using the following naming convention: WK5Assgn+last name+first initial. In addition, use this naming convention for the title of your submission.

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| **Assignment Rubric** | **Comments** | **Points possible** |
| **Required Content** | | 160 |
| Introduced the community including the name of the community and interesting or historical facts.( 20 pts)  Described general population demographics of the community and noted whether this was borne out in the windshield survey (20 pts)  Presented findings of windshield survey including photographs of the selected areas. (40 pts)  Described vulnerable populations, related social determinants, and community strengths. (50 pts)  Included conclusions based on nursing assessment of the community and selected population for practicum.(30 pts) |  |
| **Use of Resources**  Writer makes use of course resources as directed in the assignment instructions. Resources are clearly identified when used. |  | /20 |
| **Format and writing**  Writer meets all of the Academic Writing. Expectations. Paper is presented in a clean, professional format with few formatting, typographic or other errors. (AWE 4000) |  | /20 |
| **Timeliness**  Points may be deducted for late submissions. See policy in syllabus. |  |  |
| **Total** |  | 200 |

**Note:** Please refer to the detailed explanation on page 3. Also, please review the AWE 4000 documents that fully address format and writing expectations.

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| **Detailed explanation of Assignment expectations** | **Exceeds Expectations** | **Meets Expectations** | **Does Not Meet Expectations** |
| **Required Content**  **160** | Writer goes into depth in addressing the issues and brings additional insights to the topic.  (145-160 pts) | Writer successfully addresses all issues and questions given in the assignment details.  (119-144 pts) | Writer does not successfully address all aspects of the assignment.  (0-118) |
| **Use of Resources**  **20** | Writer makes substantial and insightful use of resources as supporting material. May also include additional resources.  (19-20 pts) | Writer makes use of course resources as directed in the assignment instructions. Resources are clearly identified when used.  (16-18 pts) | Writer does not use required resources appropriately.  (0-15 pts) |
| **Format and Writing**  **20**  AWE  4000 | Writer meets all of the Academic Writing Expectations.  Paper is free of almost all errors, and is written in clear prose.  (19-20 pts) | Writer meets all of the Academic Writing Expectations. Paper is presented in a clean, professional format with few formatting, typographic or other errors.  (16-18 pts) | Writer does not meet basic expectations for academic writing and/or paper contains substantial errors.  (0-15 pts) |

**Continue to Academic Writing Checklist next page…**

**Academic Writing Expectations Checklist**

**4000 level**

The items noted below are areas where you can improve. Click the links to access Writing Center resources: Notice new requirements for this level.

* Sentence-level skills

Using commas appropriately. See examples of the different [comma uses](http://academicguides.waldenu.edu/writingcenter/punctuation/commas).  
 Ensuring that pronouns match their nouns. See this discussion of [noun-pronoun agreement](http://academicguides.waldenu.edu/writingcenter/grammar/nounpronounagreement).   
 Proofreading for grammar, mechanics, and spelling. Read these [proofreading tips](http://academicguides.waldenu.edu/writingcenter/writingprocess/proofreading).

* Paragraph-level skills

Focusing each paragraph on one central idea (rather than multiple ideas). See an explanation of how [topic sentences](http://academicguides.waldenu.edu/writingcenter/paragraphs/topicsentences) work.  
 Ordering sentences logically in a paragraph. See an explanation of how the [MEAL plan](http://twp.duke.edu/uploads/assets/meal_plan.pdf) builds a strong paragraph.

* Essay-level skills

Structuring the paper (with an introduction, body, and conclusion). See an explanation of [outlining](http://academicguides.waldenu.edu/writingcenter/writingprocess/outlining) a paper to plan organization.  
 Making an overall argument. See description and examples of [thesis statements](http://academicguides.waldenu.edu/writingcenter/writingprocess/thesisstatements).  
 Using transitions to guide the reader and show relationships. See a guide to [transitional phrases](http://academicguides.waldenu.edu/writingcenter/paragraphs/transitions).

* Awareness of audience and discipline

Writing in an academic voice. See the different facets of an appropriately formal [tone](http://academicguides.waldenu.edu/writingcenter/scholarlyvoice/tone).

Formatting the paper according to APA style guidelines. See [the course paper template](http://academicguides.waldenu.edu/writingcenter/templates/general) for correct margins, spacing, font, and more.

* Use of evidence

Using readings, statistics, or data to effectively support a claim. See examples of [integrating evidence](http://academicguides.waldenu.edu/writingcenter/evidence/integrate) in a paper.

Avoiding quotes. If used enclosing direct quotes in quotation marks. Read about the purpose of [quotation marks](http://academicguides.waldenu.edu/writingcenter/punctuation/quotationmarks).

Paraphrasing to avoid plagiarizing the source. See [paraphrasing strategies](http://academicguides.waldenu.edu/writingcenter/evidence/paraphrase/effective). (Paraphrase rather than quote -no more than one quote)

Use the most [current evidence](http://academicguides.waldenu.edu/writingcenter/assignments/nursing) (usually ≤ 5 years old).

* Credit to source

Using in-text citations appropriately. See examples of [citations](http://academicguides.waldenu.edu/writingcenter/apa/citations/intextparenthetical) in APA style.

Setting up your reference list at the end of the paper or discussion post. See this [reference list overview](http://academicguides.waldenu.edu/writingcenter/apa/references).

Formatting the reference entries according to APA style. See common [reference examples](http://academicguides.waldenu.edu/writingcenter/apa/references/examples) here.