COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
IDEAL Program
University of Bridgeport
Psychology 202 DL1 – Adolescence Psychology
Spring 2015

Instructor: Alexandra Robinson
Email: alexanro@bridgeport.edu
Phone (text preferred): (203) 395-9415

Day: Online
Dates: January 12 to March 7, 2015
Time: Online
Campus: Distant Learning

Required Text
Adolescence by John W. Santrock
ISBN: 9780078035487
Coursesmart Weblink: http://www.coursesmart.com/IR/4741699/007750058x?__hdv=6.8

Course Description
The purpose of this class is to provide a general introduction to Adolescent Psychology and an overview of the processes that influence the physical, sexual, intellectual and socio-emotional growth of children from adolescence through young adulthood.

Learning Objectives
1. Students will demonstrate an understanding of the scientific methods and theories used to evaluate adolescent development.
2. Students will be able to identify factors that influence gender and identity and understand the issues surrounding emerging sexuality in adolescence.
3. Students will demonstrate the ability to think critically and analytically about issues in adolescent development using course material and experiential information.
4. Students will understand the basic physical and psychological changes that occur in the brain and body during adolescence, as well as the factors that influence social and moral development.
5. Students will develop an awareness of ethnic perspective and diversity issues applicable to the development of adolescents.
6. Students will be able to objectively assess the importance of family dynamics, peer groups, school and culture on adolescent development.
7. Students will be able to utilize this course to gain insight into their own developmental process.

Online Classroom Etiquette
Online Classroom etiquette is an important objective. In the college environment, freedom of speech and expression is encouraged and a refreshing experience. However, common courtesy is our guideline. This is generally defined as behavior that is not discriminatory or offensive and does not interrupt the other students’ right to peaceful and productive education. Any student engaging in behavior that is inconsistent with online classroom etiquette or common courtesy toward the teacher or other students during Discussion Board activities will be asked to leave the conversation immediately. This is a zero tolerance event.

Course Requirements
Participation/Discussion Board – 20 points
Reaction/Response Paper - 10 points
Quiz 1 – 10 points
Midterm Exam – 15 points
Research Paper - 20 points
Quiz 2 – 10 points
Final Exam – 15 points
Participation and Discussion Board – Ongoing
Discussion Board questions are posted weekly on Monday. Students are required to answer the Discussion Board Question(s) listed and post their responses by Thursday, 11:59 pm EST. In addition to students must respond to at least two other postings by classmates in order to receive full credit. Grades will be based on how well the question was answered and the quality of responses to other students. Be sure to use and list research and scholarly materials (textbook, articles, journals, periodicals, web, etc.) to provide support for all posted answers and responses. This class requires all students to log on at least three days weekly to read, conduct research, and respond to postings. All responses must be posted by Sunday, 11:59 pm EST. The last Discussion Board Question (#10), including initial and response posts will be due on March 7th 12:00 pm EST. NO LATE POSTINGS WILL BE ACCEPTED! See Appendix A for the Discussion Postings Rubric.

Reaction/Response Paper – Due January 21st, 11:59 pm EST
Watch the YouTube Video The Secret Life of the Brain: Episode 3 - The Teenage Brain located at https://www.youtube.com/watch?v=EXglEFyELog. After viewing the video, write a 2-3 page (900-1,350 words) paper using 12 point Times New Roman Font and 1 inch margins. Use the following questions as a guideline for helping to organize your paper:

- How do you feel about the topic?
- Do you agree with the video and the conclusions therein based on the presentation of facts?
- Could there be another interpretation?
- How has this video impacted your view of the adolescent brain and its development?
- Do you realize something that was unknown to you before?
- Did the video reinforce any ideas and beliefs you already had regarding adolescent brain development - how? Why? Why not?
- Do you identify with the topic on any level? How? Why? Why not?

Please refer to the Reaction/Response Paper Guidelines in the assignment section for more information on how to set up and organize your paper. See Appendix B for the Reaction Response Essay Rubric.

Quiz 1 – Due by January 31st @ 11:59 pm EST. Note: 1 hour time limit.
Chapters 1, 2, 3 and 4. Format will be multiple choice.

Midterm Exam – Due by February 9th 11:59 pm EST. Note: 2 hour time limit.
Chapters 1, 2, 3, 4, 5, 6, and 7. Format will be multiple choice, short answer and essay questions.

Quiz 2 – Due by February 21st 11:59 pm EST. Note: 1 hour time limit.
Chapters 7, 8, 9, and 10. Format will be multiple choice.

Research Paper - Due by February 27th 11:59 pm EST.
Write a 6 page research paper (NOT including cover page and works cited) in APA format on a topic related and relevant to Adolescent Development. Students may either research a specific topic to gain insight and then write a paper to interpret and evaluate the information OR make a persuasive argument/take a stand on an issue and provide evidence via research material and data to support the argument/issue. The paper must have a minimum of four (4) references and follow the Research Paper Guidelines in the assignment section.

Topics for the Research Paper include, but are not limited to the following:
- Teen Suicide
- Teen Pregnancy
- Media and Adolescent Development
- Brain Development
- Cliquess
- Personality Development
- Eating Disorders
- Bullying / Violence
- Peer Relationships

See Appendix C for the Research Paper Rubric.

Final Exam - Due by March 6th 11:59 pm EST. Note: 2 hour time limit.
Chapters 8, 9, 10, 11, 12, and 13. Format will be multiple choice, short answer, and essay questions.
Grading Scale:

<table>
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<th>Letter Grade</th>
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<td>A</td>
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<td>69-67</td>
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<tr>
<td>86-84</td>
<td>B</td>
<td>73-70</td>
<td>C-</td>
<td>Below 60</td>
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Course Outline and Assignment Due Dates

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> 1/12-1/18</td>
<td>Introduction to Adolescent Development Discussion Board Questions 1 and 2 Reaction/Response Paper</td>
<td>Chapter 1 Initial post by 1/14, Response posts by 1/18</td>
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<tr>
<td><strong>Week 2</strong> 1/19-1/25</td>
<td>Puberty, Health and Biological Foundations Discussion Board Question 3</td>
<td>Chapter 2 Initial post by 1/21, Response posts by 1/25 Reaction/Response Paper Due 1/21</td>
</tr>
<tr>
<td><strong>Week 3</strong> 1/26-2/1</td>
<td>Cognitive and Brain Development The Self, Identity, Emotion, and Personality Discussion Board Question 4 Quiz 1 Research Paper</td>
<td>Chapters 3, 4 Initial post by 1/28, Response posts by 2/1 Quiz 1 Due 1/31</td>
</tr>
<tr>
<td><strong>Week 4</strong> 2/2-2/8</td>
<td>Gender Sexuality Discussion Board Questions 5 and 6 Midterm Exam Research Paper</td>
<td>Chapters 5, 6 Initial post by 2/4, Response posts by 2/8</td>
</tr>
<tr>
<td><strong>Week 6</strong> 2/16-2/22</td>
<td>Peers, Romantic Relationships, and Lifestyles Schools Discussion Board Question 8 Quiz 2 Research Paper</td>
<td>Chapters 9, 10 Initial post by 2/18, Response posts by 2/22 Quiz 2 Due 2/21</td>
</tr>
<tr>
<td><strong>Week 7</strong> 2/23-3/1</td>
<td>Achievement, Work, and Careers Culture Discussion Board Question 9 Research Paper</td>
<td>Chapters 11, 12 Initial post by 2/25 Response posts by 3/1 Research Paper Due 2/27</td>
</tr>
<tr>
<td><strong>Week 8</strong> 3/2-3/7</td>
<td>Problems in Adolescence and Emerging Adulthood Discussion Board Question 10 Final Exam</td>
<td>Chapter 13 All Posts by 3/7 Final Exam Due 3/6</td>
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</tbody>
</table>

Helpful Hints for Success in an Online Class

- **Put your name on all assignments** and in the subject line of any email correspondence
- **Do not fall behind** - follow the Weekly Assignments and turn in all assignments on the specified due date
- **Share your opinions** - the Discussion Board is a tool designed to demonstrate application of the principles and theories of adolescent psychology. Use the research and theories to support and provide evidence for your thoughts and opinions.
- **Ask questions** - do not hesitate to contact me if you are having trouble understanding the material or assignments.
ACADEMIC POLICIES

Attendance Policy
Course attendance via online participation is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.

Incomplete grade
An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

http://www.bridgeport.edu/pages/2595.asp

Starting Fall 2012
- Add and/or Drop a course after the start date..........$30.00 per transaction
- Drop prior to the start of classes.................................100% Tuition Refund
- Drop prior to the second class session.........................75% Tuition Refund
- Drop prior to the third class session............................50% Tuition Refund
- Drop after the third class session...............................0% Tuition Refund

**Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, you must contact your instructor in writing before or after the first class/first week. However, a grade reduction will apply.**

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Academic Dishonesty
We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will
find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://nyub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx  The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course.
Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
You can access the library through the library’s website: http://www.bridgeport.edu/library.

Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers
Open access computer labs are available at three campuses:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159
Waterbury - 203-573-8501
Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

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<tr>
<th>Office</th>
<th>Contact</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus</td>
<td></td>
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<tr>
<td>Security</td>
<td></td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Robinson Hernandez</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>Lana Mistry</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td>(203) 576-4642</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
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<tr>
<td>Emergency</td>
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<td>Notification Phone</td>
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<tr>
<td>Distance Education</td>
<td></td>
<td>(203) 576-4853</td>
<td><a href="mailto:ubonline@bridgeport.edu">ubonline@bridgeport.edu</a></td>
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<tr>
<td>Office</td>
<td></td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>IDEAL Office</td>
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CAMPUS CONTACT INFORMATION

<table>
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<tr>
<th>Campus</th>
<th>Address</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
<tr>
<td>Woodbridge</td>
<td>6 Lunar Drive Woodbridge, CT 06525</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>IDEAL Office</td>
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<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations: [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.

Federal Student Aid Information: 1-800-433-3243
Appendix A

Grading Rubric for Discussion Postings

The discussion boards are the “heart and soul” of an online course. Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely online class participation is essential to this course. Please review the grading rubric below for how postings will be evaluated.

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<tr>
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<th>2 (Excellent)</th>
<th>1.5 (Good)</th>
<th>1 (Fair)</th>
<th>.5 (Poor)</th>
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<tbody>
<tr>
<td><strong>Contribution to the Classroom</strong></td>
<td>Posting is insightful, thorough, and interesting.</td>
<td>Posting is thorough and interesting.</td>
<td>Posting is interesting but lacks insight and depth.</td>
<td>Posting is uninteresting and/or too brief for the assignment.</td>
</tr>
<tr>
<td><strong>Inspires Reply Postings from Other Students</strong></td>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>Some effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>No effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
</tr>
<tr>
<td><strong>Demonstrated Understanding of the Reading Assignment</strong></td>
<td>Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</td>
<td>Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion website.</td>
<td>Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.</td>
<td>Posting demonstrates very little understanding of the reading assignment.</td>
</tr>
<tr>
<td><strong>Grammar, Mechanics, Spelling, and Sentence Structure</strong></td>
<td>Posting is highly polished; no grammar or spelling errors.</td>
<td>Posting is polished; maximum of one grammar or spelling error.</td>
<td>Posting is adequate; maximum of two grammar or spelling errors.</td>
<td>Inadequate posting; more than two spelling or grammar errors.</td>
</tr>
<tr>
<td>CONTENT (QUALITY OF IDEAS)</td>
<td>Comments</td>
<td>Excellent</td>
<td>Adequate</td>
<td>Poor</td>
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<tr>
<td>• The title is original, attracts the reader’s attention and reflects the controlling idea of the essay.</td>
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<td>4</td>
<td>2-3</td>
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<tr>
<td>• The introductory paragraph gives reference to the video by indicating the title and subject matter of the video, provides a brief and concise summary of the video and has a specific thesis statement which reflects the writer’s reaction and builds an expectation in the reader.</td>
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<tr>
<td>• Each body paragraph has a well-written topic sentence and is well-supported with effective citations and clear, mature, and original ideas with no logical fallacies or redundancies, and refers to the original video whenever necessary.</td>
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<td>• The conclusion paragraph rephrases main points and ends with an original and meaningful concluding remark.</td>
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<tr>
<td>ORGANIZATION (UNITY &amp; COHERENCE)</td>
<td>Comments</td>
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<td>2</td>
<td>1</td>
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<tr>
<td>• All ideas are relevant to each other and to the thesis statement (including the borrowed ideas).</td>
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<tr>
<td>• Both sentences and paragraphs are logically ordered and smoothly connected to one-another (including the borrowed ideas) with a variety of appropriate linking devices and reference words, and/or repetition of key words.</td>
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<tr>
<td>LANGUAGE &amp; MECHANICS</td>
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<tr>
<td>• Sentence forms are accurate.</td>
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<tr>
<td>• Word choice is accurate and varied.</td>
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<td>• Register is appropriate.</td>
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<tr>
<td>• Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper.</td>
<td></td>
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</tr>
<tr>
<td>• The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase).</td>
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<tr>
<td>• In-text and end-text references are complete and in the right format.</td>
<td></td>
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</tr>
</tbody>
</table>

Essay grade: _______/10
# Appendix C

## Grading Rubric for Research Paper using APA Style

<table>
<thead>
<tr>
<th>Name: __________________</th>
<th>Course: ___________</th>
<th>Section: _________</th>
<th>Date: ___________</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CATEGORY</strong></td>
<td><strong>Unacceptable (Below Standards)</strong></td>
<td><strong>Acceptable (Meets Standards)</strong></td>
<td><strong>Good (Occasionaly Exceeds)</strong></td>
<td><strong>Excellent (Exceeds Standards)</strong></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis.</td>
<td>Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis statement.</td>
<td>Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.</td>
<td>Strong introduction of topic’s key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.</td>
</tr>
<tr>
<td><strong>Focus &amp; Sequencing</strong></td>
<td>Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.</td>
<td>Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to</td>
<td>All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.</td>
<td>All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Few sources supporting thesis. Sources insignificant or unsubstantiated.</td>
<td>Sources generally acceptable but not peer-reviewed research (evidence)</td>
<td>Sources well selected to support thesis with some research in support of thesis.</td>
<td>Strong peer reviewed research based support for thesis.</td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td>Grammatical errors or spelling &amp; punctuation substantially detract from the paper.</td>
<td>Very few grammatical, spelling or punctuation errors interfere with reading the paper.</td>
<td>Grammatical errors or spelling &amp; punctuation are rare and do not detract from the paper.</td>
<td>The paper is free of grammatical errors and spelling &amp; punctuation.</td>
</tr>
<tr>
<td><strong>APA Style &amp; Communication</strong></td>
<td>Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear</td>
<td>Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward</td>
<td>Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward of unclear passages.</td>
<td>No errors in APA style. Scholarly style. Writing is flowing and easy to follow.</td>
</tr>
<tr>
<td><strong>Citations &amp; References</strong></td>
<td>Reference and citation errors detract significantly from paper.</td>
<td>Two references or citations missing or incorrectly written.</td>
<td>One reference or citations missing or incorrectly written.</td>
<td>All references and citations are correctly written and present.</td>
</tr>
</tbody>
</table>