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|  | **Course Syllabus**  **Title:** PSY 429  Personality Theories  **Term:** October, 2016 (1610)  **Instructor:**   **Betsi Little, Ph.D.**  **email:** Blittle@nu.edu  **Office:** Torrey Pines, rm. 144  **Office Hours:** 4:30 – 5:30pm (in classroom)  or by appt. |

**Course Prerequisite(s):** PSY 100

**Course Description:**

The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Examines influential theories of personality and supporting research.

**Expected Learning Outcomes**

Upon successful completion of this course, learners will be able to:

• Define the concept of personality structure and development.

• Discuss the major and emerging theories of personality.

• Discuss how current research supports and critiques the major personality theories.

• Discuss “normal” and “abnormal” personality functioning in a variety of contexts.

• Describe how culture influences the development and study of personality.

# Course Format:

* This course will be predominantly lecture-based, with in-class activities. It is expected that you will complete the assigned readings ***before*** class. I would not recommend missing more than 2 class periods for ANY reason. If there is an emergency, please contact me, **ideally before class,** and we will make the appropriate accommodations.

# Course Text(s):

Engler, B. (2014).  *Personality theories: An introduction* (9th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN978-285-08880-8

# Course Requirements:

It is the expectation that students will spend **up to three hours** in preparation and homework for each hour in the classroom.

1. Examinations. There will be a total of 2 exams that will cover chapters and content areas discussed during the preceding weeks. **There are no make-ups, unless we have made arrangements ahead of time or in an emergency.**
2. Psychobiography Paper. You will be writing a psychobiography about a famous person of your choice. The paper should be between 5 – 7 pages of content.

**What Is Psychobiography? as defined by William Todd Schultz**

WHAT IS PSYCHOBIOGRAPHY?

Psychobiography is the analysis of historically significant lives through the use of psychological theory and research. Its aim is to understand persons, and to uncover the private motives behind public acts, whether those acts involve the making of art or the creation of scientific theories, or the adoption of political decisions. Some figures who have been the subject of a great number of psychobiographical books and articles include Hitler, Sylvia Plath, Freud, Jung, Gordon Allport, James Barrie, Gandhi, Luther, Marilyn Monroe, Abraham Lincoln, van Gogh, Clinton, Bush, and Saddam Hussein.

**What psychobiography** is **NOT** is what most people think it **IS**.

First, a link to a five minute clip in which Dr. Schultz talks a bit about the field [HERE](http://www.youtube.com/watch?v=GKCSxC4qc5k) (<https://www.youtube.com/watch?v=GKCSxC4qc5k>)

1. Psychobiography is **NOT** pathography. If you come across a psychobiography whose aim is to diagnose a person, chances are GOOD that it is BAD. People are not diagnoses. A diagnosis is a name—a label—not a true explanation. What we want to know is how someone became who she is, not what her DSM-derived “disease” might be. I talk a lot about this subject in chapter one of my Handbook of Psychobiography. You can check that out for more detail. Here’s a little illustration I use in my psychobiography courses. Say a mother tells a psychiatrist, My son hears voices. Why? The psychiatrist answers, Well, sorry to say this, but it’s because he’s a schizophrenic. Mom replies: Oh. Well, how do you know he’s a schizophrenic? Psychiatrist says, Because he hears voices.
2. Psychobiography is **NOT** biography, although all psychobiographies make use of biographical data, obviously. In biography the aim is to tell the story of a life, to be as comprehensive as possible. In most psychobiographies, one focuses instead on one facet of a life, a single mysterious question, such as why Elvis Presley had such difficulty performing the song Are You Lonesome Tonight? (the Handbook of Psychobiography contains a chapter on this very question, by Elms and Heller). Psychobiography is primarily a way of doing psychology by focusing on single cases, single lives. Biographers do not aim to do psychology, at least not primarily. They want, instead, to set down the record of the life. Biographers, therefore, are chiefly descriptive; psychobiographies are more explanatory, more interpretive. Biography is about the WHAT, psychobiographies are about the WHY, the question of motives.
3. Psychobiography is **NOT** all about finding some childhood origin for adult behavior, it is not “originology.” Childhood is often key. In childhood we develop particular patterns of response that can persist for a lifetime. Childhood can set an emotional tone or leave behind certain dynamics that become partially determinative. BUT—childhood is not everything! It is a part of the picture, but not the whole picture. Adolescent or adult experiences can be just as important as childhood experiences in shaping the contours of a life, so they can’t be neglected. If one argues, for instance, that Elvis’s personality can be understood simply in terms of his relationship with his mother Gladys and how she treated him when he was a small boy, this is an oversimplification. No doubt Elvis’s boyhood has SOMETHING to do with who he became; it just does not have EVERYTHING to do with what he became. So, good psychobiographies avoid simplistic formulations such as those met with in originology.
4. In a related vein, psychobiography is **NOT** a search for single causes of behavior. As Freud once said, everything we do is overdetermined, a function of a concert of reasons, not one reason operating in isolation. One looks, therefore, for multiple causes. Take the case of van Gogh cutting off his ear (again, for more on this subject, see the Runyan chapter in the Handbook of Psychobiography). Why did van Gogh do it? Because unconsciously he was mimicking the scene at Gethsemane, and engaging in a symbolic castration, and hoping via self-mutilation to keep his brother from leaving him at Christmas-time, and copying a practice common to matadors in bullfights who cut off the animal’s ear and give it to a woman of their choosing (van Gogh took his earlobe to a prostitute named Rachel). All such reasons explain, perhaps, a portion of the variance. No single reason will ever do.
5. Psychobiography is **NOT** naively person-centered. True, the main aim in psychobiography is to understand personality. That goal is front and center. But the person can’t be divorced from his context—political, historical, social, economic, etc. Psychobiographers do focus on the personal, but this does not mean that they deny the influence of societal factors.
6. Psychobiography is **NOT** always and only Freudian in nature. Freudian theory is one lens with which to view a life. It is not the only lens. Dan McAdams, for instance, recommends looking at personality from three different vantage points at least: invariant traits derived from the Five Factor model of personality, characteristic adaptations (goals, motives, beliefs, strategies, mechanisms of defense, internalized object relations), and individual scenes and stories (see chapter four, Handbook of psychobiography). Recently McAdams has added two other levels of analysis: biology and culture. The fact is, any theory or line of research (for instance, on attachment theory) may be used to make sense of any one individual. Those who assume that all psychobiography is Freudian are, simply put, naïve.

**Grading Scale/Requirements:**

Exams (2): 100 pts each

Psychobiography Paper: 100 pts

**Total Points 300 points**

**When writing your paper, follow all NU guidelines concerning academic honesty and plagiarism.  DO NOT COPY TEXT FROM SOURCES**.

# Academic Grading Standard:

National University Faculty use the following scale in assigninggrades for coursework:

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| A = 100-96% A - = 95-90% | B+ = 89-87% B = 86-84% B- = 83-80% | C+ = 79-77% C = 76-74% C- = 73-70% | D+ = 69-67% D = 66-64%  D- = 63- 60% | F = 59% or lower |

Recognize that an average grade in this course is a C (76-74%). A and B grades are reserved for those who demonstrate levels above and beyond the requirements. Failure to meet requirements result in D and F grades.  In other words, approximately 10% of the class will earn A’s, 15-20% will earn B’s, 30-40% will earn C’s; 15-20% will earn D’s and less than 10% should earn F’s.

**Incomplete (I):** A grade of incomplete is given at the discretion of the instructor when a student who has completed at least two-thirds of the course class sessions and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. The student must convey these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an “incomplete” is warranted, the instructor must convey the conditions for removal of the “incomplete” to the student in writing. A copy must also be placed on file with the Office of the Registrar until the “incomplete” is removed or the time limit for removal has passed. An “incomplete” is not assigned when the only way the student could make up the would be to attend a major portion of the class when next offered

An “I” that is not removed within the stipulated time becomes an “F.” No grade points are assigned. The “F” is calculated in the grade point average.

# Classroom Policies:

1. **Attendance**: National University expects students to attend all classes. Students are considered responsible for material and assignments that are covered in all classes. Students are expected to be on time for the start of class.
2. **Respect:** Students are expected to practice mutual respect for all students, respectfully listening and civilly discussing the viewpoints represented.
3. **Cell phones:** Cell phones are to be turned OFF or silenced during class time.
4. **Laptops/Netbooks/Smart Phones:** In order to foster an environment conducive to learning,students will be expected to use laptops and smart phones for classroom learning only. Students using laptops/smart phones for other purposes (i.e. email, games, etc.) will lose the privilege of using them in the classroom.
5. **Disruptions during class time:** Leaving class is allowed for illness and emergencies. Keep non-essential disruptions, such as bathroom visits, until break time or after class.

# Academic Policies and Other Considerations:

1. **Academic Freedom:** Freedom of speech and expression is valued in the academic setting. Students must strive to work together in a setting of civility, tolerance, and respect for each other. The university encourages students and faculty to examine data, to question assumptions, to be freely guided by evidence, and to be learners and scholars together in the pursuit of truth.
2. **Copies of Student Work:** A student who does not wish to have copies of his or her work made available for accreditation or institutional self-study must indicate so in writing to the instructor prior to the end of the second week of classes.
3. **Syllabus Changes:** The instructor reserves the right to alter this syllabus in response to student interest, instructor discretion, or unforeseen circumstances.
4. **Policy on Incompletes**: See the current catalog.
5. **Repeated Course:** Please inform the instructor if you are repeating this course.
6. **Appealing Final Grades:** Students may contest a course grade up until midterm break of the following semester as all graded course work will be kept until then.

**Instructor’s Policy on Sensitive Topics:**

From time to time we may discuss topics in class that may be considered sensitive to an individual for many reasons. Although it is never my intention to offend or revive feelings of discomfort in lecture, some topics that we deem vital to the understanding of research will be brought up. If at any time you feel uncomfortable, be it during a lecture, class discussion or video clip, you are encouraged to exit the class without giving cause. There will be no penalty to you for choosing to protect yourself. However, I do request that you come speak to me after the event to help me understand how you felt. Topics that may be seen as sensitive that will be discussed in class include domestic violence, sexual violence, human sexuality, including homosexuality, and issues of racism and hate. If you know of particular topics that you may have difficulty with, I encourage you to speak with me in advance.

# Special Accommodations:

It is the policy of National University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and other federal and state disability nondiscrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity. National University is committed to providing students with disabilities and equal opportunity to access the benefits, rights, and privileges of University services, programs, and activities, in the most integrated setting appropriate to the students’ needs. National University is committed to providing reasonable accommodations to students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services. “Reasonable accommodation” means a reasonable modification or adjustment that enables qualified students with disabilities to have equal access to programs and services. Under the law, “reasonable accommodation” may include, but is not limited to, removal of barriers of access of the physical facilities or programs, “academic adjustments” such as modification of academic requirements, policies and procedures, and “auxiliary aids” such as taped texts, interpreters, readers and other similar services and actions.

Students seeking accommodations and services due to a disability should contact Student Accessibility Services. A Student Accessibility Services Coordinator will discuss potential accommodations and required documentation with the student. Students are encouraged to register with Student Accessibility Services and make accommodation requests as far in advance as possible; accommodations are not retroactive. Students seeking to register with Student Accessibility Services are required to:

1) self-identify to Student Accessibility Services,

2) submit an application,

3) provide documentation of a disability from the appropriate licensed professional, and

4) participate in an interactive appointment with a Student Accessibility Services Coordinator.

Student Accessibility Services will provide a letter confirming eligibility for services and detailing approved curriculum accommodations to eligible students with disabilities following completion of the registration process. Electronic application forms and other materials related to the registration process can be found at www.nu.edu/sas.

**Academic Honesty:**

Academic dishonesty includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Below is a list of some forms academic dishonesty may take.

• Using or attempting to use unauthorized materials, information, or study aids in any academic exercise

• Submitting work previously submitted in another course without the consent of the instructor

• Sitting for an examination by surrogate or acting as a surrogate

• Representing the words, ideas, or work of another as one’s own in any academic exercise

• Conducting any act that defrauds the academic process

**Plagiarism** is the presentation of someone else’s ideas or work as one’s own. As such, plagiarism constitutes fraud or theft. Plagiarism or academic dishonesty in any form, regardless of intent, is a grave offense and will not be tolerated.

If an instructor determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options:

• Require a timed writing sample to be written on the assigned topic to determine the veracity of the suspicion

• Require that the work be rewritten

• Issue a lowered or failing grade for the assignment

• Issue a lowered or failing grade for the course

# If a student’s assignment or course grade is lowered on the grounds of academic dishonesty, the instructor must inform the student that academic dishonesty figured into the calculation of the grade. The student may exercise his/her right to appeal the grade by requesting a review from the Disciplinary Appeals Committee, convened by the Judicial Affairs Officer (JAO). The student must submit an e-form electronically via the student portal within 45 days of the submission of the grade for the course. The student must attach clear, substantiating documentation that demonstrates grounds for appeal to the e-form. If the evidence meets the criteria, the JAO forwards the student’s e-form to the instructor. The JAO then refers all documentation to the Disciplinary Appeals Committee. Students are responsible for the work they submit and intent cannot be determined, so neither is grounds for appeal.

**Avoiding Plagiarism**

Students are responsible for the work they submit and must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author’s exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook and for formatting questions refer to manuals such as *The MLA Handbook for the Humanities, The Publication Manual of the APA* for social sciences and business, and *The CBE Style Manual* for natural and applied sciences. Additional information and resources regarding plagiarism, including videos and tutorials, is available on the National University Library web pages. Visit http://nu.libguides.com and input plagiarism in the search field.

# Collegiate Writing

1. **Non-discriminatory Language**: Please use non-discriminatory language when referring to humankind. For example, “man,” “men,” and “mankind” are no longer considered generic terms and should be replaced with “human,” “humans,” and “humankind.” Though once standard in English usage, it has been alienating to many. Thus, we want to be intentional in using inclusive language to not unintentionally marginalize any person.
2. **Collegiate-level writing:** ALL written assignments are expected to use collegiate-level writing, demonstrating proficiency of grammar, punctuation, capitalization, and word choice. Writing deficits will be reflected in the grading. See the writing grading handout.
3. **WRITING STANDARDS OF COLS (College of Letters and Sciences)**

Students are expected to demonstrate writing skills in describing, analyzing, and evaluating ideas and experiences. Written material must follow specific standards regarding citations of authors’ work within the text and references at the end of the paper. Students are encouraged to use the services of the University’s Writing Center when preparing materials. Grades will be assigned for written material in accordance with the University catalog and the following general criteria adopted by COLS).

Note: Letter grades may be assigned for any or all of the following reasons:

**“A”** Range: Outstanding achievement, significantly exceeds standards

* + - Unique topic or unique treatment of topic, takes risks with content; fresh approach
    - Sophisticated/exceptional use of examples
    - Original and “fluid” organization; all sentences and paragraphs contribute; sophisticated transitions between paragraphs.
    - Integration of quotations and citations is sophisticated and highlights the author’s argument.
    - Confidence in use of Standard English; language reflects a practiced and/or refined understanding of syntax and usage.
    - Sentences vary in structure, very few if any mechanical errors (no serious mechanical errors).

**“B”** Range: Commendable achievement, meets or exceeds standards for the course

* + - Specific, original focus, content well handled.
    - Significance of content is clearly conveyed; good use of examples; sufficient support exists in key areas.
    - Has effective shape (organization), effective pacing between sentences or paragraphs.
    - Quotations and citations are integrated into argument ot enhance the flow of ideas.
    - Has competent transitions between all sentences and paragraphs.
    - Conveys a strong understanding of Standard English; the writer is clear in his/her attempt to articulate main points, but may demonstrate moments of “flat” or unrefined language.
    - May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.), but no serious mechanical errors (fragments, run-ons, comma splices, etc.).

**“C”** Range: Acceptable achievement, meets standards for course

* + - Retains overall focus, generally solid command of subject matter.
    - Subject matter well explored but may show signs of underachievement.
    - Significance is understood, competent use of examples.
    - Structure is solid, but an occasional sentence or paragraph may lack focus.
    - Quotations and citations are integrated into argument.
    - Transitions between paragraphs occur but may lack originality.
    - Competent use of language; sentences are solid but may lack development, refinement, style.
    - Occasional minor mechanical errors may occur, but do not impede clear understanding of material.
    - No serious mechanical errors (fragments, run-ons, comma-splices, etc.).

**“D**” Range: Unsatisfactory achievement; does not meet acceptable standards.

Note: The “D” grade is a passing grade; work that is not of “passing quality” should receive grade “F”.

* + - Significance of content is unclear.
    - Ideas lack support, elaboration.
    - Lacks sufficient examples or relevance of examples may be unclear.
    - Support materials are not clearly incorporated into argument.
    - Expression is frequently awkward (problematic sentence structure).
    - Mechanical errors may often impede clear understanding of material.
    - May have recurring serious mechanical errors (fragments, run-ons, comma-splices, etc.).

**“F”** Range: Fails to meet minimal standards

* + - Ignores assignment.
    - Lacks significance.
    - Lacks coherence
    - Includes plagiarized material (intentional or unintentional).
    - Lacks focus.
    - Difficult to follow due to awkward sentence or paragraph development.
    - Mechanical errors impede understanding.
    - Problems with writing at the undergraduate level.

# The Writing Center

National University students have the opportunity to work one-on-one with writing consultants to develop their writing and critical thinking skills via synchronous appointments with the Online Writing Center. The Writing Center welcomes the opportunity to help students at all levels to improve—from outlining a first year composition essay, to drafting a graduate level research paper. The Writing Center staff, comprised of experienced writing instructors, are eager to work with students to help them develop strategies for improving their writing. For more information about Writing Center services and how to make an appointment, go to www.nu.edu/OurPrograms/StudentServices/WritingCenter.html

**Library Policy and Usage**

**The NU Library**

The National University Library supports academic rigor and a student’s academic success by providing access to scholarly books and journals both electronically and in hard copy. Print materials may be accessed at the Library in San Diego or through document delivery for online and regional students. Librarians are available to provide training, and assistance with references and mentoring at the San Diego Library and virtually for online or regional students.

The Library offers a wide range of resources and services designed to meet the needs of all students. All print collections and library support services are located in the Library at the Spectrum Center in San Diego, CA. Free document delivery of books and articles is available. Library services include tutorials, research guides, and consultations. For more information, see the Research Guide: Library Services (http://nu.libguides.com/services) available from the Library website. Online resources and services are available 24/7 at http://library.nu.edu**. Access to online resources may require authentication: Log in using your 9-digit NU ID number and 6-digit birth date (mmddyy).**

**URL**: [www.nu.edu/library](http://www.nu.edu/library)

**Contact the Library:**

* [RefDesk@nu.edu](mailto:RefDesk@nu.edu)
* (858) 541-7900  (direct line)
* 1-866-NU-ACCESS (ext. 7900) (toll free)

**Use the Library’s Training Tools (on the Library Homepage)**:

* Training Tools: <http://nuls.nu.edu/web/trainingtools/>

[See: Guides, Tutorials, Other Tutorials]

**Location:**

9393 Lightwave Avenue, San Diego, CA 92123

Hours (Pacific Time, excluding holidays and breaks):

Monday – Thursday 10 a.m. – 10 p.m.

Friday 10 a.m. – 6 p.m.

Saturday 8:30 a.m. – 5 p.m.

Sunday 10 a.m. – 5 p.m.

**Tentative Course Outline:**

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| **Day** | **Date** | **Topic** | **Chapter** |
| Monday | 9/26 | Intro | 1 |
| Wednesday | 9/28 | Freud and Jung | 2 & 3 |
| Monday | 10/3 | NeoPsychoanalytic Approach | 4 & 5 |
| Wednesday | 10/5 | “Modern” Psychoanalytic **Psychobiography Part 1** | 6 |
| Saturday | 10/8 | **Mid-term Exam** | **1 - 6** |
| Monday | 10/10 | Behavior and Social Learning Theories | 8 & 9 |
| Wednesday | 10/12 | Disposition and Biology | 10 & 11 |
| Monday | 10/17 | Humanism and Cognitive-Behavioral Theories | 13 & 16 |
| Wednesday | 10/19 | Existentialism and Personal Constructs  **Final Paper Due** | 15 & 14 |
| Saturday | 10/22 | **Final Exam** | **8 -11, 13-16** |

ARGUMENTATIVE ESSAY GRADING RUBRIC – Psychology Department

Type the paper in APA Style with 1” margins, double spaced in a 12-point font, and submit as a Word document. Your paper should be 5-7 pages.  Papers should also include a title page and reference page in APA Style (total submission should be 7-9 pages).

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| Content and Structure | Key: 5 = excellent, 4 = good, 3 = adequate, 2 = needs improvement, 1 = unsatisfactory |
| Thesis Statement    Weight X2  (max points = 10) | 5     Statement is strong, clear and innovative; demonstrates significant insight about the controversy.  4     Statement is clear and demonstrates good insight about the controversy.  3     Statement is adequate but predictable.  2     Statement reflects minimal understanding of the controversy.  1     Statement is only loosely related to the controversy or is confusing. |
| Support/argument for position (references)    Weight X3  (max points = 15) | 5    Uses significant detail from at least 4 sources other than text; has at least 4 important concepts to support position (two sources should be course assessments).  4    Uses detail from at least 3 sources other than text; has at least 3 important concepts to support position.  3     Uses detail from at least 2 sources other than text; has at least 2 important concepts to support position.  2     Uses only 1 source other than text; has only 2 concepts to support position.  1     Text is the only source; only 1 concept that supports position or concept loosely related to position |
| Understanding of opposing view    Weight X3  (max points = 15) | 5    Shows a sophisticated understanding of opposing view.  4    Shows a clear understanding of opposing view.  3    Shows a basic understanding of opposing view.  2    Shows minimal understanding of opposing view.  1    Shows no understanding of opposing view. |
| Analysis/interpretation    Weight X6  (max points = 30) | 5    Original comments demonstrate in-depth analysis and interpretation of information that is clearly related to thesis and position.  4    Original comments demonstrate analysis and understanding of how information relates to thesis and position.  3    Original comments explain the significance of information but relationship to thesis and position is basic.  2    Original comments minimally explain merits of information and their relation to thesis and position; minimal analysis or interpretation.  1    Original comments are poorly constructed, lack clarity, and have little relationship to the thesis or position taken. |
| Content and structure | Key: 5 = excellent, 4 = good, 3 = adequate, 2 = needs improvement, 1 = unsatisfactory |
| Use of quotations    Weight X2  (max points = 10) | 5     Quotations are brief, used sparingly, and clearly augment or enhance the argument.  4     Quotations are brief, used sparingly, and support but do not augment the argument.  3     Quotations are long, used regularly, and do not server to augment or enhance the argument.  2     Quotations are long, used excessively, and their contribution to the argument is questionable.  1     Excessive use of quotations to the point that the author’s own contributions to the argument are minimal. |
| Organization    Weight X2  (max points = 10) | 5     Organization is logical and coherent with seamless flow across paragraphs; introduction and conclusion serve to engage reader.  4     Organization is logical but intent not explicit; good flow across paragraphs; introduction and conclusion are specific but not engaging.  3     Organization is adequate but lacks clarity; problems with transition across paragraphs; introduction and conclusion are present but are not specific.  2     Flow of ideas is awkward, causing reader to struggle with logical connection; introduction and conclusion do not substantially contribute to essay.  1     Ideas are often unrelated and lack adequate transition that interferes with the ability to understand material presented; introduction and conclusion may be absent or poorly related to content of essay. |
| Grammar, Spelling, and APA Style    Weight X2  (max points = 10)\*  See COLS writing standards | 5     Mastery in the use of Standard English; sentences vary in structure; no mechanical or spelling errors; APA Style formatted correctly.  4     Good use of Standard English; some variation in sentence structure; few minor mechanical or spelling errors; some APA Style formatting errors.  3     Adequate use of Standard English; little variation in sentence structure; minor mechanical errors that do not detract from understanding of material; many APA Style errors.  2     Poor use of Standard English; awkward sentence structure; serious mechanical errors impede clear understanding of material; significant APA Style errors.  1     Serious and recurring errors in mechanics, spelling, and usage that impede understanding of material; little attempt to format in APA Style. |

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| Thesis Statement (max points = 10) |
| Support/argument for position (max points = 15) |
| Understanding of opposing view (max points = 15) |
| Analysis/interpretation (max points = 30) |
| Use of quotations (max points = 10) |
| Organization (max points = 10) |
| Grammar and spelling (max points = 10) |