

PSY 201: Introduction to Psychology

School of Health and Social Sciences

5 Credits

Effective Date 10/1/2024

Grading Type: Decimal

List any Pre-requisite or Co-Requisite: N/A

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course is designed to give students a broad understanding of topics studied by psychologists. Topics covered include: the physiological basis of mental functioning; the physical, cognitive and social aspects of lifespan development; learning, memory, and cognition; psychological disorders; emotions and health; thinking and language; intelligence and motivation; perception and sensation; and the various theories of personality. Students also demonstrate critical thinking about psychological concepts and issues, and awareness of how empirically validated psychological principles apply to their own lives.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- CO.1 - Apply contemporary understanding of motivation, intelligence, and thought to learning and cognition.
- CO.2 - Critically apply an understanding of major psychological theories and concepts to human behavior.
- CO.3 - Apply psychological theories and concepts into understanding personality.
- CO.4 - Apply critical thinking skills when evaluating psychological literature and research data.
- CO.5 - Analyze real world problems using psychological concepts.
- CO.6 - Use the guidelines of the American Psychological Association to structure and format an academic paper.

Using Generative AI Tools

In all academic work completed in this course, the ideas and contributions of others (including generative AI tools) must be acknowledged and provided with proper attribution. Work that is presented as original must be, in fact, original by the learner. The use of generative AI tools, such as Bard or ChatGPT, when completing coursework without proper attribution is a form of academic dishonesty and violates the university's Academic Integrity policy. Unless otherwise explicitly noted, all work on graded tasks must be the sole work of the learner without assistance or collaboration with others (including generative AI tools). If learners have questions about what constitutes academic dishonesty or plagiarism, they should contact the instructor.

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment before completing their work to understand how it will be assessed.

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Course Activities	25%
Quizzes	15%
Paper 1: Generation Z Study Evaluation	20%
Paper 2: Is It My Genes or My World?	20%
Paper 3: Onward and Upward - Continued Learning	20%

TOTAL

100%

Course Activities (25% of Final Grade)

Purpose:

Class participation through discussion is an integral part of this online course although it is typically less formal than other work submitted throughout the course. Students participate in weekly discussion posts, equally weighed over the term. Participation is defined as active engagement in a discussion or other online activity. Discussions provide students the opportunity to collaborate in constructing new knowledge about course topics through their online interactions with the instructor and peers.

Task:

To provide a structure for balanced participation and allow students to maximize the benefit of the discussion activities, it is recommended that students follow these guidelines:

1. Post responses to initial discussion questions from Monday to Wednesday as you complete the module.
2. Post three or more thoughtful and topic-relevant replies to the initial posts made by classmates during the last four days of the module (Thursday through Sunday).
3. Reply to questions the instructor and peers have regarding the initial post by the end of the module.

Criteria for Success:

As a rule, to score high and exceed standard:

- Participation should be early and consistent throughout the module week.
- Initial posts should respond to all parts of the prompt.
- Required replies to classmates' initial posts should be submitted before Sunday and contribute more to the discussion than already provided.
- Participation should be more than the minimum expectations. In other words, to *exceed* standard, students should participate at a level beyond *meeting* standard.

Course activities are evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Initial Post: Content & Contributions	35%
Initial Post: Timeliness	10%
Replies: Content & Contributions	35%
Replies: Timeliness	10%
Grammar, Style, & Mechanics	10%
TOTAL	100%

Course Outcome(s) assessed:
COs 1-6

Quizzes (15% of Final Grade)

Purpose:

The quizzes in this course reinforce the course materials and test students' ability to utilize course concepts and terminology.

Task:

Students complete ten equally weighted online quizzes throughout the term. Students should try to complete quizzes without the textbook or other resources.

Criteria for Success:

Students have two attempts to complete each quiz. Answers are graded on correctness. The highest score on the quiz will be recorded.

Course Outcome(s) assessed:
COs 1-5

Paper 1: Generation Z Study Evaluation (20% of Final Grade)

Purpose:

This assignment gives students the opportunity to read, summarize, and evaluate psychological research and methodology. They also interpret the reasons behind the research and analyze how it may apply to real life situations. Lastly, students review APA style to format their papers correctly.

Task:

Students are asked to read a research study provided by the instructor. After reading the study, students respond to the questions below in a **3-4 page**, double spaced paper using APA style. The paper should be an essay, not a question-and-answer format. It should also be organized with the following sub-headings: Summary, Evaluation/Analysis, and Application.

The paper should include accurate APA citations, both in text and on the reference page for the article, the textbook, and any other resources used. Students must cite the sources of all ideas, facts, and information used that are not their own even if they have put the information into their own words. Failure to do so is a violation of the Academic Integrity Policy even if the oversight is unintentional.

Summary:

1. What is the main question addressed by the study? Describe in a sentence or two.
2. Who conducted the study? Why did they choose to do this study?

3. What were the sub-categories under this question (what other areas were covered)?
4. Who did the study involve (age, gender, number of participants)?
5. In your own words, what was the methodology used in the study (how was the study performed)?
6. According to the textbook, what factors can affect the outcome of this methodology?
7. In your own words, what were the results?

Evaluation/Analysis:

1. Was the study effective, meaning, if the sample was representative and the measures reliable and valid?
2. What questions do you have after reading this report?

Application:

1. How might this information be used?
2. If you were doing this study today, what would you change or add?
3. How does this information relate to what you have read so far in the course (describe at least 2 ways)?
4. How is it like, or different from, your own experience?

Criteria for Success:

This assignment is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Organization & Coherence	20%
Summary, Evidence & Support	20%
Analysis & Use of Course Concepts	30%
Style, Mechanics, & APA	30%
TOTAL	100%

Course Outcome(s) assessed:

c

Paper 2: Is It My Genes or My World? (20% of Final Grade)

Purpose:

Research on the impact of nature (genetics) and nurture (environment) on development has advanced our understanding of humans. This assignment allows students to choose an area of study and further explore the influence of each.

Students critically analyze and research **one** of the following questions:

1. What role do genetics and environmental factors play in explaining similarities and differences between people’s personalities? Provide two personal examples that support your stance.
2. What role do genetics and environmental factors play in explaining a mental health issue (examples: depression, anxiety, obsessive-compulsive disorder)? Provide two personal examples that support your stance.
3. What role do genetics and environmental factors play in explaining substance abuse issues? Provide two personal examples that support your stance.

Task:

Students clearly identify the roles genetic and environmental factors play in one of the questions and provide academic evidence to support their answer. There is no absolute answer to these questions, so the student’s job is to “prove” their point by providing evidence to support their perspective. Finding scholarly references is imperative to writing a well-developed paper. Students must review the information provided in the course on how to find scholarly references. Papers must also be submitted to the plagiarism checker before submitting the assignment.

In their papers, students should combine their own thoughtful analysis with ideas and information found in at least **three** academic sources other than the textbook, resulting in a **4-to-5-page**, double-spaced paper. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper must be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Criteria for Success:

This assignment is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Organization and Coherence	20%
Evidence & Support	30%
Analysis & Use of Course Concepts	30%
Style, Mechanics & APA	20%
TOTAL	100%

Course Outcome(s) assessed:

COs 2 - 6

Paper 3: Onward and Upward - Continued Learning (20% of Final Grade)

Purpose:

Students examine and describe what they have learned about behavior in relation to learning and conditioning, and how this knowledge can be applied in their own lives.

Task:

Students use the textbook and two other **academic** references to outline what they have learned in relation to their own behavior and learning. A summary of learning concepts should be given, followed by an analysis containing three personal examples of how they can apply this learning to their own life. Students must submit their paper to the plagiarism checker before submitting the assignment.

In their papers, students should combine their own thoughtful analysis with ideas and information found in at least **two** sources other than the textbook, resulting in a **4–5-page** double-spaced paper. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the conclusions they have drawn from their findings and critically analyze related literature - this paper must be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Criteria for Success:

This assignment is evaluated using the following criteria. A detailed rubric is included at the end of the syllabus.

Criteria	% of Grade
Organization and Coherence	20%
Evidence & Support	30%
Analysis & Use of Course Concepts	30%
Style, Mechanics & APA	20%
TOTAL	100%

Course Outcome(s) assessed:

COs 1 - 6

Course Policies

Late Assignments

Per School of Health and Social Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. No late submission is accepted beyond 48 hours past the final day of the course, without instructor approval. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

Participation

Participation is an active engagement in class discussions and activities in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the discussion forum, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

Participation through course activities and discussions to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. It enhances the student's learning process and experience in this course. Lack of participation will result in a reduction in grade (see grading rubric).

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is

available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a user name and password.

Course Rubrics

Course Activities

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.99%	62.00 – 74.99%	75.00 - 91.99%	92.00- 100.00%
Scaled score	0.0 – 0.6	0.7 - 1.9	2.0 - 3.6	3.7 - 4.0
Initial Post: Content & Contribution 35%	Initial post is mostly superficial or undeveloped and does not adequately respond to all parts of the prompt.	Initial post is generally competent and reasonably developed but lacks detailed connection to relevant course topics or does not cover all aspects of the prompt.	Initial post provides a competent and adequately developed response to all parts of the prompt with detailed connection to relevant course topics and resources.	Initial post provides an insightful and well-developed response to all parts of the prompt with detailed connection to relevant course topics/resources and includes new ideas or real-world examples.
Initial Post: Timeliness 10%	All questions in the initial post are submitted late, after Friday.	Some questions in the initial post are submitted late on Thursday or Friday.	All questions in the initial post are submitted by Wednesday.	All questions in the initial post are submitted early, before Wednesday.

Replies: Content & Contribution 35%	Replies are mostly superficial or undeveloped and do not contribute beyond what is already provided in the discussions.	Replies are generally competent and reasonably developed, but do not contribute beyond what is already provided in the discussions.	Replies are competent, adequately developed, and provide limited contribution beyond what is already in the discussions.	Replies are insightful, well-developed, and provide new or extended contributions beyond what is already in the discussions.
Replies: Timeliness 10%	Fewer than three replies are submitted on Sunday.	Fewer than three replies are submitted between Thursday and Saturday and all on the same day.	Three replies are submitted by Sunday and on at least two separate days.	At least four replies are submitted by Saturday and on at least three separate days.
Grammar, Style, & Mechanics 10%	Pervasive obvious errors in grammar or style/mechanics interfere somewhat with readability or understanding. Credit is not provided for sources used (if applicable).	Multiple obvious errors in grammar or style/mechanics interfere somewhat with readability or understanding. Credit is not consistently provided for sources used (if applicable).	Several errors in grammar or style/mechanics, but not interfering with readability or understanding. Credit is provided for sources used (if applicable).	Few, or no, errors in grammar with proper writing style/mechanics ensuring readability and understanding. Credit is provided for sources used (if applicable).

Paper 1: Generation Z Study Evaluation

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.00%	62.00– 74.00%	75.00 – 91.00%	92.00 - 100.00%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0

<p>Organization and coherence (20%)</p>	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be arranged in a random order • Few or inappropriate transitions between paragraphs, and ideas are not developed clearly • Does not appropriately respond to the assignment • Does not meet minimum page requirements 	<ul style="list-style-type: none"> • Minimal organization so ideas appear as a list • Transitions between ideas are minimal, and development of ideas may lack coherence • Not all aspects of the assignment are addressed • Meets minimum page requirements 	<ul style="list-style-type: none"> • Follows the outline given • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed • Meets average number of page requirements 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and reader is guided through the progression of ideas in the outline • Clearly communicated topic, and all aspects of assignment are addressed • Meets outer limits of page requirements
<p>Summary, Evidence and support (20%)</p>	<ul style="list-style-type: none"> • Points do not connect with the given study • Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis • Summary is not logical or accurate 	<ul style="list-style-type: none"> • Some points are connected to the given study • Often supports points through generalization, and examples are not relevant or explained • Summary is lacking logic and accuracy 	<ul style="list-style-type: none"> • Almost every point is connected to the given study • Offers support but requires more interpretation and explanation of the evidence • Summary is mostly logical and accurate 	<ul style="list-style-type: none"> • Every point is connected to the given study • Uses evidence appropriately and effectively • Summary is logical and accurate

<p>Analysis and use of course concepts (30%)</p>	<ul style="list-style-type: none"> • Analysis provides no understanding of personal connection to the study • Answers to questions are poorly developed and may be inaccurate • Little or no connections are made to course concepts • Uses one or fewer sources • Minimal scholarly references 	<p>Analysis shows little understanding or personal connection to the study</p> <ul style="list-style-type: none"> • Analysis addresses some questions in a thoughtful and accurate way • Incorporates a few course concepts, but accuracy and development are not consistent • Shows basic reading of sources but does not apply them accurately • Incorporates one or less of required sources 	<p>Analysis shows some understanding and personal connection to the study</p> <ul style="list-style-type: none"> • Analysis addresses most questions in a thoughtful and accurate way • Incorporates many course concepts but does not accurately connect most of them to the study • Shows careful reading of sources but little or no critical evaluation • Incorporates only one of the required sources 	<ul style="list-style-type: none"> • Analysis shows understanding and personal connection to the study • Analysis addresses all questions in a thoughtful and accurate way • Incorporates course concepts accurately • Critically evaluates sources • Incorporates both the textbook and the study as references
<p>Style, mechanics, and APA (30%)</p>	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult • Contains numerous 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or grammatical errors • Sentences are varied, clearly

	<p>awkward or ungrammatical sentences, and sentence structure is simple or monotonous</p> <ul style="list-style-type: none"> • Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic • Format and references are incomplete and have many errors in APA style 	<p>does not generally impede the overall understanding</p> <ul style="list-style-type: none"> • Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing • Uses relatively vague or general words and sometimes inappropriate words • Format and references have some errors in APA style and/or is incomplete 	<ul style="list-style-type: none"> • Sentences generally clear, well structured, and focused, but some may be awkward or ineffective • Generally uses words accurately and effectively, but sometimes may be too general • Format and references are complete and have few errors in APA style 	<p>structured, carefully focused, and fits assignment's purpose and audience</p> <ul style="list-style-type: none"> • Words chosen for their precise meaning and an appropriate level of specificity is used • Format and references are in correct APA style and are complete
--	---	---	---	--

Paper 2: Is It My Genes or My World?

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.00%	62.00– 74.00%	75.00 – 91.00%	92.00 - 100.00%
Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0

<p>Organization and coherence (20%)</p>	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be arranged in a random order • Few or inappropriate transitions between paragraphs, and ideas are not developed clearly • Does not appropriately respond to the assignment 	<ul style="list-style-type: none"> • Minimal organization so ideas appear as a list • Transitions between ideas are minimal, and development of ideas may lack coherence • Not all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Follows a logical organization • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and reader is guided through the progression of ideas • Clearly communicated topic, and all aspects of assignment are addressed
<p>Evidence and support (30%)</p>	<ul style="list-style-type: none"> • Does not attempt to use evidence to support topic, or evidence provided does not support topic • Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis 	<ul style="list-style-type: none"> • Use of evidence is minimal but does support topic • Often supports points through generalization, and examples are not relevant or explained 	<ul style="list-style-type: none"> • There is evidence to support almost every point • Offers support but requires more interpretation and explanation of the evidence 	<ul style="list-style-type: none"> • Every point is clearly supported by strong evidence • Uses evidence appropriately and effectively

<p>Analysis and use of course concepts (30%)</p>	<ul style="list-style-type: none"> • Does not attempt to explain how the evidence relates to topic and does not support argument • Superficial and poorly developed analysis • Little or no connections are made to course concepts • Uses few sources, may misunderstand them, and lacks critical thinking • No or minimal scholarly references 	<p>Analysis of the evidence stretches its meaning to support topic and rarely supports argument</p> <ul style="list-style-type: none"> • Some new ideas and insight, but lacks depth and detail • Incorporates some course concepts, but accuracy and development are not consistent • Shows basic understanding of sources but does not critically evaluate them • Incorporates few or no scholarly references 	<p>Analysis explains how the evidence supports the topic in most cases and mostly supports argument</p> <ul style="list-style-type: none"> • Analysis reflects insight but is not fully developed • Incorporates many course concepts but sometimes does not develop them • Shows careful reading of sources but little or no critical evaluation • Incorporates adequate or minimum number of scholarly references to support analysis 	<ul style="list-style-type: none"> • Analysis shows a strong relationship between the evidence and the topic and clearly supports argument • Analysis is insightful and original • Incorporates course concepts accurately, consistently, and frequently • Critically evaluates sources • Incorporates numerous or more than the minimum number of scholarly references required to support analysis
	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or

<p>Style, mechanics, and APA (20%)</p>	<p>errors, so understanding is difficult</p> <ul style="list-style-type: none"> • Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous • Misuses words, or uses words that are too vague and abstract or too personal and specific for the topic • Format and references are incomplete and have many errors in APA style • Few references are well-chosen or scholarly 	<p>errors which may temporarily confuse the reader, but does not generally impede the overall understanding</p> <ul style="list-style-type: none"> • Sentence structure generally correct but may be wordy, unfocused, repetitive, or confusing • Uses relatively vague or general words and sometimes inappropriate words • Format and references have some errors in APA style and/or is incomplete • Some references are well-chosen and scholarly 	<p>errors, but does not impede understanding</p> <ul style="list-style-type: none"> • Sentences generally clear, well structured, and focused, but some may be awkward or ineffective • Generally uses words accurately and effectively, but sometimes may be too general • Format and references are complete and have few errors in APA style • Most references are well-chosen and scholarly 	<p>grammatical errors</p> <ul style="list-style-type: none"> • Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience • Words chosen for their precise meaning and an appropriate level of specificity is used • Format and references are in correct APA style and are complete • References are well-chosen and scholarly
---	---	---	---	--

Paper 3: Onward and Upward - Continued Learning

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
Percentage scale:	0.00 – 61.00%	62.00– 74.00%	75.00 – 91.00%	92.00 - 100.00%

Scaled score	0.0 – 0.6	0.7 – 1.9	2.0 - 3.6	3.7 - 4.0
<p>Organization and coherence (20%)</p>	<ul style="list-style-type: none"> • Is unclear with no or minimal organization, so ideas appear to be arranged in a random order • Few or inappropriate transitions between paragraphs, and ideas are not developed clearly • Does not appropriately respond to the assignment 	<ul style="list-style-type: none"> • Minimal organization so ideas appear as a list • Transitions between ideas are minimal, and development of ideas may lack coherence • Not all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Follows a logical organization • Ideas are developed but not all pertain directly to the topic • Topic is communicated clearly but not completely, and most or all aspects of the assignment are addressed 	<ul style="list-style-type: none"> • Uses logical structure with introduction, body, and conclusion • Sophisticated development of one idea to another, and reader is guided through the progression of ideas • Clearly communicated topic, and all aspects of assignment are addressed
<p>Evidence and support (30%)</p>	<ul style="list-style-type: none"> • Does not attempt to use evidence to support topic, or evidence provided does not support topic • Uses irrelevant details or little supporting evidence, generalizing and providing more of a summary than an analysis 	<ul style="list-style-type: none"> • Use of evidence is minimal but does support topic • Often supports points through generalization, and examples are not relevant or explained 	<ul style="list-style-type: none"> • There is evidence to support almost every point • Offers support but requires more interpretation and explanation of the evidence 	<ul style="list-style-type: none"> • Every point is clearly supported by strong evidence • Uses evidence appropriately and effectively

<p style="text-align: center;">Analysis and use of course concepts</p> <p style="text-align: center;">(30%)</p>	<ul style="list-style-type: none"> • Does not attempt to explain how the evidence relates to topic • Analysis clearly describes learning concepts in few cases <ul style="list-style-type: none"> • Superficial and poorly developed analysis • Little or no connections are made to course concepts • Provides no examples of course learning and life application • Uses few sources, may misunderstand them, and lacks critical thinking • No or minimal scholarly references 	<p>Analysis of the evidence stretches its meaning to support topic</p> <ul style="list-style-type: none"> • Analysis clearly describes learning concepts in some cases <ul style="list-style-type: none"> • Some new ideas and insight, but lacks depth and detail • Incorporates some course concepts, but accuracy and development are not consistent • Provides one to two examples of course learning and life application • Shows basic understanding of sources but does not critically evaluate them • Incorporates few or no 	<p>Analysis explains how the evidence supports the topic in most cases</p> <ul style="list-style-type: none"> • Analysis clearly describes learning concepts in most cases • Analysis reflects insight but is not fully developed • Incorporates many course concepts but sometimes does not develop them • Provides three examples of course learning and life application • Shows careful reading of sources but little or no critical evaluation • Incorporates adequate or minimum number of 	<ul style="list-style-type: none"> • Analysis shows a strong relationship between the evidence and the topic • Analysis clearly describes learning concepts <ul style="list-style-type: none"> • Analysis is insightful and original • Incorporates course concepts accurately, consistently, and frequently • Provides more than three examples of course learning and life application • Critically evaluates sources • Incorporates numerous or more than the minimum number of scholarly references
---	--	---	--	---

		scholarly references	scholarly references to support analysis	required to support analysis
Style, mechanics, and APA (20%)	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult • Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or monotonous • Misuses words, or uses words that are too vague and abstract or too personal 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the overall understanding • Sentence structure generally correct but may be wordy, unfocused, 	<ul style="list-style-type: none"> • Contains spelling, punctuation, and/or grammatical errors, but does not impede understanding • Sentences generally clear, well structured, and focused, but some may be awkward or ineffective • Generally uses words accurately and effectively, 	<ul style="list-style-type: none"> • Almost entirely free of spelling, punctuation, and/or grammatical errors • Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience • Words chosen for their precise meaning and an appropriate level of

	<p>and specific for the topic</p> <ul style="list-style-type: none"> • Format and references are incomplete and have many errors in APA style 	<p>repetitive, or confusing</p> <ul style="list-style-type: none"> • Uses relatively vague or general words and sometimes inappropriate words • Format and references have some errors in APA style and/or is incomplete 	<p>but sometimes may be too general</p> <ul style="list-style-type: none"> • Format and references are complete and have few errors in APA style 	<p>specificity is used</p> <ul style="list-style-type: none"> • Format and references are in correct APA style and are complete
--	--	--	---	--