

# **HSVC455: Trauma Recovery**

## **School of Health and Social Sciences**

5 Credits

Effective Date Fall 2021

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 *Faculty Information* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Faculty Information* in the online course menu.

## **Course Description**

### **COURSE DESCRIPTION**

An investigation into the impact of physical and psychological trauma on individuals, groups, and communities, with particular attention to how post-traumatic stress contributes to the development of co-existing substance abuse disorders. The course will cover basic principles of trauma recovery.

This course is an elective in the Bachelor of Arts in Human Services program. It can also be used as an elective for any other City University undergraduate degree program.

## **Course Resources**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Note: resources listed under "Required - Must Purchase" should be purchased from a vendor of the student's own choosing; resources listed under "Available from the Library" are available 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:

- Apply an understanding of the impacts of physical and psychological trauma on individual, groups, and communities;
- Demonstrate particular attention to how post-traumatic stress contributes to the development of co-existing substance abuse;
- Critically apply theories and concepts of trauma recovery into practice.

## Additional Information

### CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Theoretical perspectives of stress and trauma;
- Biological, cognitive, and psychological aspects of stress and trauma;
- Pre-, peri-, and post-trauma risk factors;
- Identifying signs of trauma-related symptoms;
- Influence of family violence on trauma across the lifespan;
- Trauma prevention, intervention, and treatment.

## 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 (<https://www.cityu.edu/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 prior to completing their work in order to understand how it will be assessed.

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Course activities	20%
Quizzes (equally weighted)	30%
Concept application papers (equally weighted)	30%
Synthesis paper	20%
<b>TOTAL</b>	<b>100%</b>

## Course Assignments and Grading

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

### **Course Activities (20%)**

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. Participation is defined as active engagement in a discussion or other online activity.

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

1. Post your responses to discussion questions in the first three days of the school week (Monday through Wednesday).
2. Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday).
3. Respond to any questions that your instructor or peers have regarding your original post by the end of the school week.

<b>Components</b>	<b>% of Grade</b>
Quality of Responses	25%
Quantity of Responses	25%
Style and Mechanics	25%
Timeliness	25%
<b>TOTAL</b>	<b>100%</b>

## **Quizzes (30%)**

Students will take weekly equally weighted online quizzes to reinforce the course materials. The quizzes will test your ability to utilize psychological terminology as well as the identification and application of proper psychological concepts for a given problem. All quizzes are closed book and notes.

**Components**  
**TOTAL**

**% of Grade**  
**100%**

## **Concept application papers (30%)**

Using the concepts covered in this course, students will write two six- to eight-page, double-spaced Concept application papers as part of the assignments to meet the learning objectives of this course. In these Concept Application Papers, students will research specific concepts/ideas covered in the course. Each paper will have a distinct focus:

- Concept application paper #1 will present students' understanding of empirical and theoretical perspectives on trauma, in the context of the course material, including the students' personal philosophical assumptions and speculations of human behavior, and experience of and response to trauma.
- Concept application paper #2 will provide opportunity for students to investigate a particular population vulnerable to trauma, with emphasis on the unique characteristics of the population influencing the experiences and reactions to trauma.

In their papers, students are expected to as many class terms and concepts as possible and combine their own thoughtful analysis of the topic with information found in a minimum of three scholarly sources other than a textbook. Students need to keep in mind that this is to be an analytical paper, not simply a summary of their reading. 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 has to 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.

<b>Components</b>	<b>% of Grade</b>
Organization and coherence	20%
Evidence and support	30%
Analysis and use of course concepts	30%

Style, mechanics and APA(citations, references, formatting)	20%
<b>TOTAL</b>	<b>100%</b>

### **Synthesis Paper (20%)**

Using the concepts covered in this course, students will write a nine- to ten-page, double-spaced research paper as part of the assignments to meet the learning objectives of this course. In their paper, students will analyze a traumatic event in the context of trauma theory, characteristics of trauma experiences and reactions relative to a chosen population, empirical approaches to prevention, intervention, and treatment, and additional considerations in the context of posttraumatic stress reactions and development of co-occurring substance use disorders.

In their papers, students are expected to as many class terms and concepts as possible and combine their own thoughtful analysis of the topic with information found in a minimum of three scholarly sources other than a textbook. Students need to keep in mind that this is to be an analytical paper, not simply a summary of their reading. 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 has to 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.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Organization and coherence	20%
Evidence and support	30%
Analysis and use of course concepts	30%
Style, mechanics and APA(citations, references, formatting)	20%
<b>TOTAL</b>	<b>100%</b>

## **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. CityU 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 Misconduct**

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 <https://my.cityu.edu/titleix> 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 <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

## 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. You 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](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

## 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 s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

# 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](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. 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

As a CityU student, you have access to 10 free hours of 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 [help@cityu.edu](mailto:help@cityu.edu) to request your user name and password.

## Course Schedule

Course Session	MODULE(S), TOPICS AND ASSIGNMENTS	READINGS
1	History and definitions of family violence Classifying reactions to stress and trauma <b>DUE: Student Introductory Assignment (SIA)</b> <b>Course activities</b> <b>Weekly Quiz</b>	Barnett: 1 Resick: 1
2	Research, assessment, and theories of violence Prevalence of traumatic stress and related disorders <b>DUE: Course activities</b> <b>Weekly Quiz</b>	Barnett: 2 Resick: 2

3	Psychological theories of stress and trauma Biological bases of stress and trauma reactions <b>DUE: Course activities</b> <b>Weekly Quiz</b>	Resick: 3 & 4
4	Psychological risk factors: pre-trauma and peri-trauma Post-trauma risk factors: coping, cognitions, and social support <b>DUE: Course activities</b> <b>Weekly Quiz</b> <b>Concept Application Paper #1</b>	Resick: 5 & 6
5	Abuse, neglect, and maltreatment of children <b>DUE: Course activities</b> <b>Weekly Quiz</b>	Barnett: 3 & 4
6	Abused and abusive adolescents Posttraumatic stress and substance use <b>DUE: Course activities</b> <b>Weekly Quiz</b>	Barnett: 6 See Module
7	Adults: the abused and the abusive <b>DUE: Course activities</b> <b>Weekly Quiz</b> <b>Concept Application Paper #2</b>	Barnett: 8 & 9
8	Understudied populations: abused and abusive Abuse of elderly and disabled persons <b>DUE: Course activities</b> <b>Weekly Quiz</b>	Barnett: 10 & 12
9	Adult partner violence: practice, policy, and prevention Treatment of traumatic stress reactions <b>DUE: Course activities</b> <b>Weekly Quiz</b>	Barnett: 11 Resick: 7

<b>10</b>	Current events and issues of violence and trauma <b>DUE: Course activities</b> <b>Weekly Quiz</b> <b>Synthesis Paper</b>	To be assigned by instructor
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## Rubrics

### Course activities

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0.00 – 74.99%</b>	<b>75.00 – 81.99%</b>	<b>82.00 - 91.99%</b>	<b>92.00- 100%</b>
<b>Scaled score</b>	<b>0.0 – 1.9</b>	<b>2.0 – 2.6</b>	<b>2.7 - 3.6</b>	<b>3.7 - 4.0</b>
<b>Quality of responses – 25%</b>	Superficial and undeveloped analysis; No insight or thoughtfulness; Off topic; Never addresses instructor’s comments to original posts; No connections are made to previous and current sessions’ concepts and materials; No references to readings; Obvious grammatical or stylistic errors, making	Scattered and poorly developed analysis rarely supported by academically appropriate resources; Few, if any new ideas or connections made to previous and current sessions’ concepts and materials; Mostly anecdotal examples with no references to readings; Rephrases or summarizes	Generally competent analysis, supported by various academically appropriate resources; Some new ideas or connections to previous and current sessions’ concepts and materials; Most of the time addresses instructor’s comments to original posts; References materials	Rich in content, thoughtful and insightful problem analysis well supported by various academically appropriate resources; Detailed new ideas with connections made to previous sessions and/or real life situations; Always addresses instructor’s comments to original posts;

	understanding difficult.	other postings; Sometimes addresses instructor's comments to original posts; Serious grammatical errors interfering with content.	provided by instructor; Grammatical or stylistic errors do not interfere with content.	References materials, other than those provided by instructor; Few grammatical or stylistic errors.
<b>Quantity of responses – 25%</b>	Some, or all, required quality posts missing.	Initial post and fewer than minimum number of required quality posts.	Required minimum number of quality posts.	Exceeds minimum number of required quality posts.
<b>Timeliness of responses – 25%</b>	All posts submitted at the last minute without allowing for response time.	Posts submitted on fewer than three days of the discussion time.	Posts submitted on three different days of the discussion time.	Posts submitted on more than three days of the discussion time.
<b>Style and mechanics (25%)</b>	Obvious grammatical or stylistic errors, making understanding difficult style. Uses casual language. Includes unnecessary information. Does not reference credible sources to support ideas	Serious grammatical errors interfering with content. Mostly uses concise language and includes very little unnecessary information. Attempts to reference credible sources to support ideas	Several grammatical or stylistic errors. Uses concise language with no unnecessary information. Almost always references credible sources to support ideas	Few grammatical or stylistic errors. Uses concise and compelling language with no unnecessary information. Transitions in writing and flow are smooth and clear. Always references credible

				sources to support ideas
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**Application papers**

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0.00 – 74.99%</b>	<b>75-00 – 81.99%</b>	<b>82.00 - 91.99%</b>	<b>92.00- 100%</b>
<b>Scaled score</b>	<b>0.0 – 1.9</b>	<b>2.0 – 2.6</b>	<b>2.7 - 3.6</b>	<b>3.7 - 4.0</b>
<b>Organization and coherence (20%)</b>	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.	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.	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.	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.
<b>Evidence and support (30%)</b>	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	Use of evidence is minimal but does support topic. Often supports points through generalization, and examples are not relevant or explained.	There is evidence to support almost every point. Offers support but requires more interpretation and explanation of the evidence.	Every point is clearly supported by strong evidence. Uses evidence appropriately and effectively.

	a summary than an analysis.			
<b>Analysis and use of course concepts (30%)</b>	Does not attempt to explain how the evidence relates to topic. 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.	Analysis of the evidence stretches its meaning to support topic. 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.	Analysis explains how the evidence supports the topic in most cases. 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.	Analysis shows a strong relationship between the evidence and the topic. 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.
<b>Style, mechanics, and APA (20%)</b>	Contains spelling, punctuation, and/or grammatical errors, so understanding is difficult. Contains numerous awkward or ungrammatical sentences, and sentence structure is simple or	Contains spelling, punctuation, and/or grammatical errors which may temporarily confuse the reader, but does not generally impede the overall understanding. Sentence structure	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	Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience. Words

	<p>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.</p>	<p>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.</p>	<p>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>	<p>chosen for their precise meaning and an appropriate level of specificity is used. Format and references are in correct APA style and are complete.</p>
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## Synthesis paper

	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Percentage scale:</b>	<b>0.00 – 74.99%</b>	<b>75.00 – 81.99%</b>	<b>82.00 - 91.99%</b>	<b>92.00- 100%</b>
<b>Scaled score</b>	<b>0.0 – 1.9</b>	<b>2.0 – 2.6</b>	<b>2.7 - 3.6</b>	<b>3.7 - 4.0</b>
<b>Organization and coherence (20%)</b>	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.	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.	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.	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.
<b>Evidence and support (30%)</b>	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.	Use of evidence is minimal but does support topic. Often supports points through generalization, and examples are not relevant or explained.	There is evidence to support almost every point. Offers support but requires more interpretation and explanation of the evidence.	Every point is clearly supported by strong evidence. Uses evidence appropriately and effectively.

<p><b>Analysis and use of course concepts (30%)</b></p>	<p>Does not attempt to explain how the evidence relates to topic. 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>	<p>Analysis of the evidence stretches its meaning to support topic. 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>	<p>Analysis explains how the evidence supports the topic in most cases. 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.</p>	<p>Analysis shows a strong relationship between the evidence and the topic. 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.</p>
<p><b>Style, mechanics, and APA (20%)</b></p>	<p>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</p>	<p>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,</p>	<p>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</p>	<p>Almost entirely free of spelling, punctuation, and/or grammatical error. Sentences are varied, clearly structured, carefully focused, and fits assignment's purpose and audience. Words chosen for their precise meaning and an</p>

	<p>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>	<p>unfocused, repetitive, or confusing.</p> <p>Uses relatively vague or general words and sometimes inappropriate words. Format and references have some errors in APA style and/or is incomplete.</p>	<p>accurately and effectively, but sometimes may be too general.</p> <p>Format and references are complete and have few errors in APA style.</p>	<p>appropriate level of specificity is used. Format and references are in correct APA style and are complete.</p>
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