

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department Educational Leadership, Counseling and Special Education**  
**Counselor Education Program**

**COUN 6630: Professional Orientation and Ethics Syllabus**  
**3 Semester Hours (3-0-3)**  
**Fall 2009**

**8-week course, Tuesdays, August 18-October 13, 2009, 5:00-9:00 p.m.**  
**University Hall Room 355**

**INSTRUCTOR:** Mary Jane Anderson-Wiley, Ph.D., LPC, NCC    Office: UH 311  
706-667-4497 (office)    706-738-7486 (home)  
706-667-4490 (office fax)    [manders9@aug.edu](mailto:manders9@aug.edu) (e-mail)  
Office hours: Mondays, 2:00-4:00 pm, Tuesdays and Wednesdays 12:00-4:30pm, or by appointment

**COURSE DESCRIPTION:** This course is an introduction to the role, responsibilities, identity, and functions of the professional counselor. It will also provide basic legal and ethical information for issues involving school and community counselors. Resources will be provided to assist students in processing and confronting a variety of professional and ethical issues that do not have specific or clear solutions. Ideas will be exchanged to help clarify individual positions on many current issues that must be met by counselors.

**TEXTBOOKS**

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
2. Remley, T. P., & Herlihy, B. (2009). *Ethical, legal, and professional issues in counseling* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education.
3. Myers, J. E., Sweeney, T. J., & Whitmer, M. *Wellness Evaluation of Lifestyle (WEL) Workbook*. Mind Garden, Inc.

Textbooks will be used during class, so please bring both texts to each class meeting.

**LIVETEXT REQUIREMENT**

All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

**COURSE OBJECTIVES:** The student will be able to:

- a. Discuss the history and philosophy of the counseling profession, including significant factors and events;

- b. Examine professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. Discuss counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. Demonstrate self-care strategies appropriate to the counselor role;
- e. Understand counseling supervision models, practices, and processes;
- f. Examine professional organizations, including membership benefits, activities, services to members, and current issues;
- g. Examine professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. Understand the role and process of the professional counselor advocating on behalf of the profession;
- i. Demonstrate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. Demonstrate ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

### **CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED IN THE COURSE**

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

#### Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions for, without educators, there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

#### Element 1: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

#### Element 2: Able (AD)

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Element 3: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

**TECHNOLOGY COMPETENCIES (ISTE Standards)**

Students will:

3. apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.

5. demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision-making.

9. demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.

11. identify resources for staying current in applications of computing and related technologies in education.

**PROGRAM SPECIFIC STANDARDS**

Through the assignments and field experience associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II, G1 and BOR principles IIA(1), IIA(2), IIA(5).

**Method of Instruction**

This course will utilize lecture, discussion, group activities, video case reviews and discussion, student research, and field experiences.

**COURSE SCHEDULE**

<b>Date</b>	<b>Reading Assignment</b>	<b>Topics and Activities</b>	<b>Assignments Due</b>
Day 1 8/18	Chapter 1 & 2; ACA Code of Ethics (Appendix A); APA pps. 1-116	Course introduction; Student introductions; Review of syllabus & Course Req. Contract; Activity - Traits of a Healthy Family  Code of Ethics review; Ethical decision-making; Overview of APA style; Professional identity of counselors; History of counseling; Video scenarios 1-1, 1-2	
Day 2 8/25	Chapter 3; Appendix C – Cross-Cultural Counseling Competencies; APA pp. 117-end	Professional Ethics – Principles, Personhood and Credentialing , Activity – Values Clarification VS 2-1  Multicultural Competence; Employment opportunities; Activity - Professional Counseling Organizations; APA style “quiz”; VS 3-1	WEL wkbk. pp.1-41 (50 pts)
Day 3 9/1	Chapter 4; Appendix E; <i>Counselor Education Portfolio Matrix</i> Chapter 5; Appendices F & G	Review of <i>Assessment Checkpoints &amp; Counselor Education Portfolio Matrix</i> ; Client welfare and informed consent; Review of ACA Code of Ethics; VS 3-2  Confidentiality and privileged communication; Review of ACA Code of Ethics; Catching ethical violations; VS 4-1, 4-2, 4-3	How I Became an Ethical Person Paper  WEL wkbk. pp. 42-78 (50 pts)
Day 4 9/15	Chapters 6 & 7; Chapter 8; Appendix H – APA Record Keeping Guidelines	Records and subpoenas; Competence and malpractice; VS 5-1, 5-2, 6-1, 6-2  Boundary Issues; Case records, VS 7-1, 7-2	Wellness Plan (50 pts)  One paragraph description of dilemma
Day 5 9/22	Chapter 9; Chapters 10; Appendix D – Principles of Group Work; Chapter 11	Counselor Interview Presentations (community track)  Counseling children and vulnerable adults; Managing persons at risk for suicide; Reporting child abuse; Role play VS 8-1, 8-2, 8-3  Students at risk for violence; Counseling families and groups; VS 9-1, 9-2  Evaluation, testing and diagnosis; VS 10-1	Counselor Interview Papers and Presentation
Day 6 9/29	Chapters 12 & 13; Appendices J1 - J5	Professional relationships and private practice and health care plans, VS 11-1, 11-2  Issues in counselor education ; VS 12-1, 12-2  Distribute Final Exam Study Guides	Case Study Draft (5 pp. & all references)

Understanding for Teaching, Teaching for Understanding

Day 7 10/6	Chapters 14 & 15; Appendix K – Clinical Supervision Agreement; Appendix L – Ethical guidelines for supervisors	Advocacy Project presentations (school track); Supervision and consultation; VS 13-1, 13-2 Research and publications; VS 14-1, 14-2 Final Exam Review	Advocacy Project and Presentation
Day 8 9/13	Chapters 16 Discussion of Case Studies	Resolving legal and ethical dilemmas FINAL EXAM	Case Study & Final Reflection Paper on Course

**PERFORMANCE ASSESSMENT**

**Grades**

100 pts.	Attendance and participation
100 pts.	How I Became an Ethical Person Paper
150 pts.	Wellness Plan (workbook pages = 100, plan = 50)
200 pts.	Advocacy Project (school track)
50 pts.	Advocacy Project (community track)
150 pts.	Counselor Interview Paper (community track)
100 pts.	Pop Quizzes (2 @ 50 pts. each)
250 pts.	Case Study
<u>100 pts.</u>	<u>Final Exam</u>
1000 pts.	Total

Grading Scale: 900 pts. and above	A
800-899 pts.	B
700-799 pts.	C
600-699 pts.	D
599 or below	F

**Specific Assignment Descriptions**

**Class Attendance and Participation**

Each student will be assessed on attendance and in-class participation. Participation will be evaluated by the number and quality of your in-class contributions to small group and class discussions, as well as evidence of completing all reading assignments. It is expected that you will bring your textbook, your notebook, and your course outline to every class. There will be a ten-point deduction made from your final grade (out of 100) for the any absence from class. Missing more than one class may result in withdrawal from the course by the instructor, in accordance with the Class Attendance Policy, p. 29, University Catalog.

### **How I Became an Ethical Person Paper**

Write a three-page paper in which you discuss your personal evolution into an ethical person. This paper will be autobiographical in nature. You will describe times in your life when you may have acted ethically or unethically, and explain how you came to learn and value the difference. In your paper, you will also want to explain how certain persons or experiences may have influenced your ethical and moral development.

Papers should be double-spaced. Do not place papers in folders. Your grade will be based on your ability to provide thoughtful responses, to effectively communicate your ideas, and to follow the instructions provided.

### **Wellness Plan**

Focusing on wellness is one dimension that sets counselors apart from other mental health practitioners. Counselor wellness is an important aspect of your professional training and professional responsibility. To help you develop an appreciation of personal wellness, you will take the Wellness Evaluation of Lifestyle Inventory. Instructions for completing the inventory may be found at [www.mindgarden.com](http://www.mindgarden.com). Next, you will develop a plan for your personal wellness by completing the Wellness Evaluation of Lifestyle (WEL) Workbook. Specific page and time requirements are listed in the schedule of class meetings. Lastly, you will write a 2-3 page self-evaluation in which you briefly summarize each of your scores on the five major Wheel of Wellness areas, and, based upon your results, make recommendations for yourself for maintaining balance and making changes in identified areas for growth. Include a final conclusion about how you will apply what you learned from this activity to future work with clients.

### **Advocacy Project-Community Counseling Track (50 pts)**

You will identify a social justice or contemporary advocacy issue related to the counseling field. This may include social issues that negatively impact clients, systems which perpetuate discrimination, or issues related to the promotion or expansion of the role of professional counselors. You will read one article related to the identified problem or issue. You will take action to advocate for current or potential counseling clients or the counseling profession as a whole. Some suggestions may be found at [www.counseling.org](http://www.counseling.org). Then you will write a two-page paper describing the issue (utilizing research from the article), the action taken, and a brief description of what you learned by completing the project. Your grade will be based on your ability to gather important information and to effectively communicate your ideas, the importance of the issue, and the relevance of the action taken. Be sure to attach written evidence of the action taken and the journal article read to your final paper.

### **Field Experience-Interview Project-Community Counseling Track (150 pts)**

Interview a counselor employed in a community setting (mental health, marriage and family, career, or college setting). Specific questions to ask the counselor will be provided. **The counselor must have a Master's degree in Counselor Education or higher, or a closely-related field, and at least three years of counseling experience and be a licensed professional counselor (LPC).**

You will then write a paper summarizing the responses in essay format and addressing what you learned from these interviews. The paper should be between three to five pages. At the end of the paper include a section on what you learned from the interviews. Your grade will be based on your ability to gather important information, to effectively communicate your ideas, and to follow the designated format. In a brief presentation, you will share the results of your research with the class.

### **Field Experience-Advocacy Project-School Counseling Track (200 pts)**

The school counseling profession is dramatically changing. The role of the school counselor is being transformed from the 3 C's - counselor, classroom guidance provider and consultant - to one of counselor, leader, collaborator, coordinator, and advocate for systemic change. These changes are being driven by No Child left Behind (NCLB) and its mission to close the achievement gap and give each child an equal opportunity to quality education. School counselors must develop an in-depth understanding of how to collect and analyze data to determine where problems exist, then to develop programs or changes to remediate these problems.

To prepare you for these changes, in small groups of 3-4, you will complete the *Making Data Work: A Parent and Community Guide*, available at The Education Trust website. You will identify a school in your community that has not made or has come close to not making Adequate Yearly Progress (AYP) for at least a year. You will track your efforts through typing journal entries of at least one page each time your group meets (at least three meetings). In these journals, you will detail the steps you have taken (who did what) for that week (meeting with your group, school officials, etc.), what your goals were for the week, and how you accomplished them. In your journal, you will also include a reflection paragraph in which you discuss your thoughts and feelings as a group as you go through this process.

As you work your way through the guide, you will also create bar or percentage graphs, whatever method seems most appropriate, to convey the current problem to others and to advocate for needed changes. At the end of the project, your group will submit and present a CD of a PowerPoint presentation, suitable for presenting to school board officials, clearly outlining your findings and making recommendations to the school for improvement. In your journal, include a final entry from the group summarizing the project and how it has changed your view of counseling and education.

We will review the findings of each group briefly during class towards the end of the semester. Your grade will be based on your ability to collaborate with others, to gather important information, to accurately analyze information, to effectively communicate your ideas both in writing and through presentation, and to make a persuasive argument, backed by data, for systemic change.

### **Pop Quizzes**

Each quiz will be taken directly from textbook readings as well as classroom handouts, videos, and discussions. These will consist of 10-20 questions in various formats. Each quiz will be worth 50 points, for a total of 100 points towards your final grade.

## Case Study

You will write an 8-10 page case study involving a hypothetical person who has come to you for counseling. At some point in your counseling work together, you become aware of a particular ethical dilemma. You will conduct a literature review investigating how other professionals have managed dilemmas similar to yours. Your paper will be divided into the following sections:

1. DESCRIPTION OF THE SETTING in which you work
2. APPLICATION OF THE ETHICAL DECISION-MAKING MODEL to the dilemma, utilizing literature review (largest portion of the paper). Be sure to include each of steps 1-12 in the Ethical Decision-Making Model (from p. 11 in the syllabus) in this section.
3. WHAT I LEARNED from completing this assignment

In writing this paper you will adhere to guidelines in the *American Psychological Association (APA) Publication Manual*. You will include a title page, running heads, abstract, and reference page in your final paper. You will include **at least 6 articles** from the research literature pertaining to your particular ethical dilemma. All articles should be published within the last ten years and preferably issued from American Counseling Association (ACA) journals, although you should also check for any legal cases similar to your case. If you obtain information from the internet, you may include only material from peer-reviewed or government sources.

The ACA journals include the following:

*Journal of Counseling and Development*  
*Counseling and Values*  
*Counselor Education and Supervision*  
*Elementary School Guidance and Counseling*  
*Journal of Addictions and Offender Counseling*  
*Journal of College Student Development* (published by ACPA, a former ACA division)  
*Journal of Humanistic Education and Development*  
*Journal of Employment Counseling*  
*Journal of Mental Health Counseling*  
*Journal of Multicultural Counseling and Development*  
*Journal for Specialists in Group Work*  
*Measurement and Evaluation in Counseling and Development*  
*Rehabilitation Counseling Bulletin*  
*The Career Development Quarterly*  
*The Family Journal: Counseling and Therapy for Counseling and Families*  
*The Professional School Counselor*  
*The School Counselor*

Papers will be graded on your ability to follow the established guidelines, summarize main points accurately, thoughtfulness of reactions, clarity of expression, organization of ideas, and writing proficiency. **This assignment fulfills the Portfolio Requirement for this course.**

You will submit a draft of your case study paper (at least five pages) two weeks prior to the

final due date. When you submit the final paper, also submit the rough draft and all journal articles or books used in your research.

### **Reflection Paper**

The reflection paper will be written relating to the objectives and your portfolio item and is due the night of the final exam.

### **Final Exam**

The final exam will consist of multiple choice questions and will be taken from textbook readings, videos shown in class, class discussions, handouts, and lecture notes. A final exam review will be provided.

### **Other Important Information**

#### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009-2010 Augusta State University Catalog. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

#### **Punctuality**

All assignments are due by the class period designated in the syllabus. Late papers will receive a five percent deduction from the final assignment grade per day that they are late. I will be happy to read papers ahead of time and give you feedback, but will not allow rewrites of assignments once the due date is past.

#### **Pipeline Accounts**

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

#### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader

installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Assistance**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let me know promptly about problems or concerns with assignments or requirements of the course.

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones/Laptop Computers**

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

**Bibliography**

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.
- Bednar, R. L., Bednar, S. C., Lambert, M. J., & Waite, D. R. (1991). *Psychotherapy with high-risk clients: Legal and professional standards*. Pacific Grove, CA: Brooks/Cole.
- Corey, G. & Herlihy, B. (1993). Dual relationships: Associated risks and potential benefits. *Ethical Issues in Professional Counseling, 1*, 3-11.
- Corey, G., Corey, M. S., & Callanan, P. (2003). *Issues and ethics in the helping professions*. Pacific Grove, CA: Thompson Learning.
- Dougherty, A. M. (1995). *Consultation: Practice and perspectives in school and community settings* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Gilliland, B. E. & James, R. K. (1997). *Crisis intervention strategies* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Herlihy, B. (1996). When a colleague is impaired: The individual counselor's response. *Journal of Humanistic Education and Development, 34*, 118-127.
- Herlihy, B. & Corey, G. (1994). *Dual relationships in counseling*. Alexandria, VA: American Counseling Association.
- Herlihy, B. & Corey, G. (1996). *ACA Ethical standards casebook* (5<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.
- Herlihy, B. & Corey, G. (1997). *Boundary issues in counseling: Multiple roles and responsibilities*. Alexandria, VA: American Counseling Association.
- Herlihy, B. & Remley, T. P. (1995) Unified ethical standards: A challenge for professionalism. *Journal of Counseling and Development, 74*, 130-133.
- Nugent, F. A. (2000). *An introduction to the profession of counseling* (3<sup>rd</sup> ed.). New York: Macmillan.
- Remley, T. P. (1991). *Preparing for court appearances*. Alexandria, VA: American Counseling Association.
- Remley, T. P., Hermann, M. A., & Huey, W. C. (Eds.). (2003). *Ethical and legal issues in school counseling* (2<sup>nd</sup> ed.). Alexandria, VA: American School Counselor Association.
- Sperry, L. (2007). *The ethical and professional practice of counseling and psychotherapy*. Boston: Pearson Education.

AN ETHICAL DECISION MAKING MODEL  
(Herlihy, 2005)

- (1) Identify the problem. Gather as much information as you can about the situation.
- (2) Identify the potential issue(s) involved. Clearly define the dilemma.
- (3) Consider the moral principles of respect for autonomy, nonmaleficence (do no harm), beneficence (do good, or promote wellness), justice, veracity, and fidelity. Identify ways they compete with each other in the situation and which principles are most important. How does your dilemma impact your ability to uphold the principles?
- (4) Tune in to your feelings.
- (5) Review the relevant codes of ethics and the applicable laws and regulations. Include relevant research here.
- (6) Research the situation as needed to learn what others have done in a similar situation. Include relevant research here.
- (7) Consult with colleagues or experts
- (8) Involve the client in the decision making process, if possible.
- (9) Consider possible and probable courses of action.
- (10) Choose a course of action and act on your choice.
- (11) Document.
- (12) Evaluate and follow up.

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AUGUSTA STATE UNIVERSITY  
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 Counselor Education Program

WRITING RUBRIC

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

	1-4	5	6-7	8	9-10	Score
<b>WRITING MECHANICS:</b>						
<b>Organization</b> – paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.						
___ Little sense of direction		___ <i>Sequence logical</i>			___ Sequence enhances understanding of topic	
___ Paragraphs do not cohere		___ <i>Paragraphs cohere most of the time</i>			___ Paragraphs cohere	
___ No transitions		___ May be missing transitions			___ Transitions work well	
___ Details do not relate to topic		___ Some details missing			___ Details fit/enhance piece	
___ No clear beginning/ending		___ Start/finish need improvement			___ Clear, inviting beginning/satisfying conclusion makes paper come full circle	
___ Noticeable information gaps						
<b>Word Choice / Sentence Structure</b> – writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.						
___ Limited vocabulary		___ Vocabulary ordinary			___ Accurate, interesting, lively vocabulary, appropriate to topic	
___ Meaning difficult to determine		___ Words lack precision; meaning is lost occasionally			___ Strong, full, rich imagery as appropriate	
___ Wording often inaccurate		___ Clichés occasionally appear			___ Words are concise, eloquent	
___ Clichés appear frequently		___ Structure usually correct			___ Words are chosen carefully / carry their own weight	
___ Rambling, awkward phrasing		___ Sometimes awkward			___ Flows easily if read aloud	
___ Choppy, incomplete sentences		___ Doesn't flow smoothly			___ Structure effective, deliberate	
___ No variety		___ Some variety in structure			___ Varied sentence structure	
<b>Mechanics</b> – writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.						
___ Numerous errors		___ Some errors			___ Sophisticated use of mechanics	
___ spelling/wrong words		___ spelling/wrong words			___ Few errors in spelling/wrong words	
___ punctuation/capitalization		___ punctuation/capitalization			___ punctuation and capitalization	
___ run-ons/fragments		___ run-ons/fragments			___ run-ons/fragments	
___ other		___ other			___ other	
<b>APA Guidelines</b> – writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.						
More than 5 errors in paper		Not more than 5 errors in paper			Not more than 3 errors in paper	
___ omitted to cite reference in text		___ sometimes failed to cite reference			___ Demonstrates understanding of APA formatting in citations within text	
___ incorrectly cited reference in text		___ some incorrectly formatted citations			___ heading formation	
___ improper headings		___ some errors in headings			___ reference page	
___ reference sheet missing or improperly formatted		___ some errors in reference citations				
<b>TOTAL POINTS FOR WRITING MECHANICS</b>						<b>/ 40 pts</b>

Comments:

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**IDEAS AND CONTENT:**

	1-4	5	6-7	8	9-10	Score
<b>Ideas and Content</b> – writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.						
<input type="checkbox"/> Needs fully developed purpose			<input type="checkbox"/> Purpose reasonably clear		<input type="checkbox"/> Clear purpose	<b>/50 pts</b>
<input type="checkbox"/> No central idea			<input type="checkbox"/> Ideas could be more appealing		<input type="checkbox"/> Ideas conveyed in insightful, original manner	
<input type="checkbox"/> No balance			<input type="checkbox"/> Balance a little off		<input type="checkbox"/> Paper is balanced/important ideas stand out	
<input type="checkbox"/> No knowledge of topic			<input type="checkbox"/> Knowledge of topic limited		<input type="checkbox"/> Knows topic well	
<input type="checkbox"/> Details missing			<input type="checkbox"/> Skimpy supporting details		<input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	
<input type="checkbox"/> No critical thinking evident			<input type="checkbox"/> Little critical thinking evident			

<b>Requirements of Assignment</b> – has met all requirements of assignment			
<input type="checkbox"/> Did not meet requirements of assignment	<input type="checkbox"/> Has met all requirements of assignment	<input type="checkbox"/> Surpassed all requirements of assignment	<b>/10 pts</b>

**TOTAL POINTS FOR IDEAS AND CONTENT** **/ 60 pts**

**Total Rubric Points** \_\_\_\_\_ /100 pts

**Total Earned Points for this Paper**  
 (total points as % x total possible points for assignment) \_\_\_\_\_ pts

Comments: