

| | |
|---|---|
| ORIGINATOR'S SECTION: | |
| 1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM | Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016 |
| 2. Current Course abbreviation and Number: MSW 500 HBSE | |

TYPE OF CHANGE(S). Check all that apply.

| | | | | | |
|----------------------|-------------------------------------|-------------------------------|--------------------------|--|--------------------------|
| Course Number Change | <input type="checkbox"/> | Delete Prerequisite | <input type="checkbox"/> | Other Prerequisite Change | <input type="checkbox"/> |
| Course Title Change | <input checked="" type="checkbox"/> | Add Corequisite | <input type="checkbox"/> | Grading Method Change | <input type="checkbox"/> |
| Unit Value Change | <input type="checkbox"/> | Delete Corequisite | <input type="checkbox"/> | Mode of Instruction Change (C/S Number) | <input type="checkbox"/> |
| Description Change | <input checked="" type="checkbox"/> | Add Consent for Enrollment | <input type="checkbox"/> | Consider for G.E. If yes, also fill out appropriate GE form. | <input type="checkbox"/> |
| Add Prerequisite | <input type="checkbox"/> | Delete Consent for Enrollment | <input type="checkbox"/> | Cross-list | <input type="checkbox"/> |

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

| | |
|---|--|
| CURRENT INFORMATION: | Course abbreviation and Number: MSW 500 Foundations |
| 3. Title: Human Behavior & Social Environment I | Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Foundations of Social Work |
| 4. Abbreviated Title for Banner <i>(no more than 25 characters):</i> HBSE I | Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Foundations |
| 5. Number of Units: 3 | Number of Units: |
| 6. Catalog Description: Human development across the lifespan. Multiple lifespan theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, and ecological theories. Emphasis on the application of these theories to social work practice. Impact of human diversity on lifespan development from prenatal through later adulthood. | Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i> Understanding the mission and purpose of social work practice, social justice and diversity, ethical foundations for the profession, and emerging themes and models of resiliency-informed practice. Includes communication and engagement skills, generalist practice principles, and the specific roles in professional practice. <i>Enrollment restricted to students enrolled in the Master of Social Work program.</i> |

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) | Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---------------------|------------------------|---|---------------------|------------------------|---|
| Lecture | | | Lecture | | |
| Activity | | | Activity | | |
| Lab | | | Lab | | |

8. Grading Method:*

- | | |
|---|--|
| <input checked="" type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP) | <input type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP) |
|---|--|

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

| | |
|--|---|
| <p>9. If the NP or CP grading system was selected, please explain the need for this grade option.</p> | |
| <p>10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair</p> | <p>Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair</p> |
| <p>11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)</p> | <p>Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)</p> |
| <p>12. Is Course Cross Listed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course</p> | <p>Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.</p> |
| <p>13. Prerequisite(s):</p> | <p>Prerequisite(s):</p> |
| <p>14. Corequisite(s):</p> | <p>Corequisite(s):</p> |
| <p>15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline</p> | |

| | |
|--|--|
| <p>PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION: <i>(Mandatory information – all items in this section must be completed.)</i></p> | |
| <p>16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: Required course for MSW program only</p> | |
| <p>17. Does this course change impact other discipline(s)? <i>(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)</i> Check "yes" if the course is cross-listed. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.</p> | |
| <p>Discipline _____ Signature _____ Date _____ Support _____ Oppose _____</p> | |
| <p>Discipline _____ Signature _____ Date _____ Support _____ Oppose _____</p> | |
| <p>18. Reason(s) for changing this course: Revised description is more representative for what is being taught in the course.</p> | |

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Blake Beecher 3-30-16
 1. Originator (Please Print) Date

[Signature] 3-30-16
 2. Program Director/Chair Date

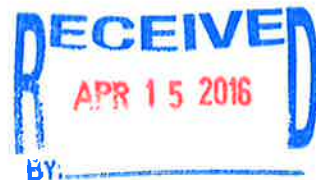
[Signature: Nancy C. Lemig] 4/15/16
 3. College Curriculum Committee Date

[Signature] 4/15/16
 4. College Dean (or Designee) Date

 5. UCC Committee Chair Date

 6. Vice President for Academic Affairs (or Designee) Date

 7. President (or Designee) Date



Syllabus MSW 500 Foundations of Social Work
CSUSM
DEPARTMENT OF SOCIAL WORK

Instructor:
 MSW 500

Email:
Phone :
Office hours:

Course Description

Understanding the mission and purpose of social work practice, social justice and diversity, ethical foundations for the profession, and emerging themes and models of resiliency-informed practice. Includes communication and engagement skills, generalist practice principles, and the specific roles in professional practice. *Enrollment restricted to students enrolled in the Master of Social Work program.*

Student Learning Outcomes (SLOs)

| # | CSWE Core Competency Practice Behaviors | Outcome Measure |
|----|--|-----------------|
| 1 | make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; | |
| 2 | use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; | |
| 6 | apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; | |
| 7 | present themselves as learners and engage clients and constituencies as experts of their own experiences; and | |
| 9 | apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | |
| 18 | use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | |

Required Texts

Walsh, J. (2009). *Generalist Social Work Practice: Intervention Methods*. Belmont, CA: Brooks/Cole Cengage Learning. DOI: 9780534641306

Department of Social Work Classroom Conduct Policy

1. Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.

2. Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions (and/or role play exercises) will adversely affect the student's grade. Conversely, attempts to dominate class discussions (and/or role play exercises) will also result in lower grades.
3. Cell phones, laptops, or tablets should only be used at breaks or as approved by instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.
4. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit (i.e. a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class).
5. All assignments are to be turned in on the due date **at the class meeting** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
6. Information shared in class about practicum agency, staff and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
7. As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <http://socialworkers.org/pubs/code/default.asp>

CSUSM Academic Honesty Policy

****Please refer to the CSUSM University Catalog section on Academic Honesty. Please consult with the instructor if you have any questions concerning the completion of course requirements. Students are expected to adhere to the standards of academic honesty and integrity outlined in the CSUSM University Catalog section on Academic Honesty. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly.**

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring this to the instructor's attention. I reserve the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students Web site: <https://biblio.csusm.edu/research-help/plagiarism-how-to-avoid-it>. If there are questions about academic honesty, please consult the department chair.

Students with Special Needs

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email at dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours in order to ensure confidentiality.¹

Required Material and Equipment

Students will be expected to have access to a personal computer with Internet and Web browsing capabilities. Access to Cougar Courses is required. There are several computing resources available on campus for students to utilize. Please make yourself aware of these.

Course Requirements

Course Format

Material will be presented in a variety of formats including lectures, videos, discussions, and mini-group and individual in-class assignments. The instructor will help students engage with the material and practice new skills. Students are required to prepare for class by completing readings and other assignments.

Writing Criteria

All writing assignments will be completed and submitted in APA style. See Grading section concerning grading that pertains to the use of APA format in papers. The written assignments meet the All-University Writing Requirement as described in the CSUSM University Catalog.

Grading Policy for the Course

A final letter grade for this course and grades for course requirements will adhere to letter grade standards as specified in the CSUSM University Catalog section on Grading System and Policies. Your papers will be evaluated for conceptualization, conciseness, and organization, as well as proper grammar, word usage, punctuation, spelling, and APA style.

Grading Scale

The following plus/minus grading system will be used, based on a 100 point scale:

| | | | |
|------|-----------|------|-----------|
| A = | 93% -100% | B- = | 80% - 82% |
| A- = | 90% - 92% | C+ = | 77% - 79% |
| B+ = | 87% - 89% | C = | 73% - 76% |
| B = | 83% - 86% | C- = | 70% - 72% |

¹ CSUSM Senate Resolution GEC 277-04 04/06/2005

D+ = 67% - 69%
D = 63% - 66%

D- = 60% - 62%
F = <59%

A grade of C or better is required for satisfactory completion of the course.

Assignments

Response paper I: 15 points

Due on Cougar Courses Oct. 6 under ASSIGNMENT TAB

Reflection paper- personal reflection skills; personal values recognition

See instructions and grading rubrics on Cougar Courses

We are all good enough, yet not perfect. Please reflect on your own work ahead to balance your SELF and strengths with your image of yourself as a future MSW.

Tie your paper to Brene Brown's work and the Core Values exercise.

Self reflection and personal values = 5 pts.

Integration of videos and core values exercise = 5 pts.

APA and writing =5 pts.

Response paper II: 40% of grade

Via Cougar Courses Assignments link

By midnight on Nov. 3

Ethical Decision Making response paper and reflection

See instructions and grading rubrics on Cougar Courses

Personal values and professional values interface

and insight into ambiguity = 5 points weighted x 2 (10)

Discussion of ethical standards and principles = 5 pts. weighted x 2 (10)

Discussion/application of steps of ethical decision making model = 5 points weighted x 3 (15)

APA and writing = 5 points weighted x 1 (5)

Quiz I: 15%

Access through Cougar Courses Quizzes. Quiz 1 due Sunday Oct. 20 before midnight

Advanced generalist roles and levels of practice;

Self awareness; Social justice/injustice; biopsychosocial spiritual assessment;

ecosystems, and empowerment /conflict theories

See instructions and grading rubrics on Cougar Courses

Final Quiz: 30%

Access through Cougar Courses Quizzes.

Due before midnight on Cougar Courses on Dec. 10

Online final on application of perspectives and theories; roles & boundaries, distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom.


See instructions and grading rubrics on Cougar Courses

Class Schedule : Instructor reserves right to change as needed with student notification

| | Topics | Readings/activities to be completed by class time | Assignment/quizzes due |
|---|--|---|--|
| 1 | Course overview; Review syllabus; | http://www.ted.com/talks/brene_brown_on_vulnerability.html http://brenebrown.com/videos/ | |
| 2 | Biophysical, emotional and cognitive awareness; Critical thinking Brene' Brown's authenticity and shame videos | | |
| 3 | Advanced Generalist Practice Social Work Values | Read Ch. 4 of Walsh text Complete the core values exercise at: http://mikedesjardins.files.wordpress.com/2009/11/core-values-worksheet.pdf Read Walsh Ch. 1 pages 1-15 | Response paper I before midnight through Cougar Courses Assignments link: |
| 4 | Social Justice Strengths Perspective Social Work Roles and levels of practice | Read two articles: 1. Lavitt, M. (2009). What is advanced in generalist practice? Linked below: What is Advanced in Generalist Practice? A Conceptual Discussion . Full Text Available By: Lavitt , Melissa R. Journal of Teaching in Social Work. 2009, Vol. 29 Issue 4, p461-473. 13p. DOI: 10.1080/08841230903253267. 2. Gelman and Mirabito's (2005). PRACTICING WHAT WE TEACH: USING CASE STUDIES FROM 9/11 TO TEACH CRISIS INTERVENTION FROM A GENERALIST PERSPECTIVE . Full Text | |

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|---|---|---|---|
| | | Available By: Gelman, Caroline Rosenthal; Mirabito, Diane M.. Journal of Social Work Education, Fall2005, Vol. 41 Issue 3, p479-494, 16p | |
| 5 | <p>More on the BIOPSYCHOSOCIAL SPIRITUAL Approach Risks and resilience</p> <p>Ecological Perspective Adaptation and Copings</p> | Read Walsh pp. 22-30 | <p>Quiz 1 Case study advanced generalist roles and levels of practice; Self awareness; Social justice/injustice; biopsychosocial spiritual al assessment; ecosystems, and empowerment /conflict theories</p> <p>Access through Cougar Courses Quizzes</p> |
| 6 | <p>Systems theory ECOSYSTEMS</p> <p>Empowerment Theory</p> <p>Conflict Theory</p> | | |
| 7 | <p>Social Work values</p> <p>Code of Ethics</p> | <p>Read:</p> <p>1. Review the NASW Code of Ethics at: https://www.socialworkers.org/pubs/code/default.asp</p> <p>2. Read the IFSW ethical principles at http://ifsw.org/policies/statement-of-ethical-principles/</p> <p>3. Review the Code of Ethics for social workers in another country at: http://ifsw.org/resources/publications/national-codes-of-ethics/</p> | |

| | | | |
|----|---|--|--|
| 8 | Ethical Decision making | <p>4. Walsh text pp. 14-20; 171-173; 218-221; 259-263</p> <p>5. http://www.socialworker.com/home/Feature_Articles/Ethics/What_Is_an_Ethical_Dilemma?/</p> <p>6. http://www.socialworktoday.com/news/eoe_101402.shtml</p> | |
| 9 | Theoretical frameworks introduction | <p>Read: <i>Ideology, scientific theory, and social work practice</i> <u>Robbins, Susan P; Chatterjee, Pranab; Canda, Edward R. Families in Society 80.4 (Jul/Aug 1999): 374-384.</u></p> | |
| 10 | Behavior, Cognitive, Social Cognitive | Read Walsh Ch. pp. 91-131 | Paper II Ethical Decision making/personal values paper due via Cougar Courses Assignments link |
| 11 | Social Exchange Theories and application in various MSW practice settings | Read Shepherd & Kuczynski (2009). <u>The Use of Emotive Imagery and Behavioral Techniques for a 10-Year-Old Boy's Nocturnal Fear of Ghosts and Zombies</u> | |
| 12 | Psychoanalytic Theory Brief Psychodynamic Ego Psychology and application in various MSW practice settings | <p>Read two articles:</p> <p><u>TEACHING CONTEMPORARY PSYCHODYNAMIC THEORY FOR CONTEMPORARY SOCIAL WORK PRACTICE.</u> Full Text Available By: Dean, Ruth Grossman. <i>Smith College Studies in Social Work</i>, Nov2002, Vol. 73 Issue 1, p11-27, 17p</p> <p><u>Integrating Ego Psychology and Strengths-Based Social Work.</u> Full Text Available (includes abstract); Danzer, Graham; <i>Journal of Theory Construction & Testing</i>, 2012 Spring-Summer; 16 (1): 9-15</p> | |
| 13 | Object Relations & Attachment | Read articles | |

| | | | |
|----|--|---|--|
| | Theory; Emotion Focused therapy Circle of Security and application in various MSW practice settings | THE HOLDING ENVIRONMENT: AN ORGANIZING METAPHOR FOR SOCIAL WORK THEORY AND PRACTICE. Authors: Applegate, Jeffrey S. ¹ Source: Smith College Studies in Social Work ; Nov97, Vol. 68 Issue 1, p7-29, 23p <u>United we stand: emotionally focused therapy for couples in the treatment of posttraumatic stress disorder.</u> by PS Greenman; SM Johnson  Article : Peer-reviewed Language: English Publication: Journal of clinical psychology, 2012 May; 68(5): 561-9 http://onlinelibrary.wiley.com.ezproxy.library.ewu.edu/doi/10.1002/jclp.21853/full | |
| 14 | Humanistic and Existential theories and their application in MSW practice settings | Read two articles: Existential Theory and Solution-Focused Strategies: Integration and Application. Full Text Available By: Fernando, Delini M. <i>Journal of Mental Health Counseling</i> . Jul2007, Vol. 29 Issue 3, p226-241. 16p. Existential Theory and Our Search for Spirituality. Full Text Available By: Eliason, Grafton T.; Samide, Jeff L.; Williams, George; Lepore, Mark F. <i>Journal of Spirituality in Mental Health</i> . Apr-Jun2010, Vol. 12 Issue 2, p86-111. 26p. DOI: 10.1080/19349631003730068 | |
| 15 | Putting it all together | Read: <u>Beyond Microskills: Toward a Model of Counseling Competence</u> by Charles Ridley; Debra Mollen; Shannon Kelly Publication: The Counseling Psychologist, 39, no. 6 (2011): 825-864 | |

Online Resources

Critical Thinking: www.criticalthinking.org

Bibliography

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Accessed September 23, 2012 from JSTOR.
- Clare, B. B. (2007). Promoting deep learning: a teaching, learning and assessment endeavour. *Social Work Education: The International Journal*, 26(5), 433-446.
- Franklin, C. C., & Kelly, M. S. (2009). Becoming evidence-informed in the real world of school social work practice. *Children & Schools*, 31(1), 46-56.
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- Gossett, M. & Weinman, M. (2007). Evidence-based practice and social work: An illustration of the steps involved. *Health & Social Work*. 32(2), 147-150.
- Gray, M. M., & Gibbons, J. J. (2007). There are no answers, only choices: teaching ethical decision making in social work. *Australian Social Work*, 60(2), 222-238
- Harrington, D. & Dolgoff, R. (2008). Hierarchies of ethical principles for ethical decision making in social work. *Ethics and Social Welfare*, 2(2), 183-196. DOI:
10.1080/17496530802117680
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work*, 45(3), 201-212.

Minahan, A. & Pincus, A. (1977). Conceptual frameworks for social work practice. *Social Work*, 22(5), 347-352.

Murdach, A. (2009). Making difficult decisions. *Social Work*, 54(4), 371-373.

.Reamer, F. (1998). The evolution of social work ethics. *Social Work*. 43(6),488-500.

Rose, S. M. (2000). Reflections on empowerment-based practice. *Social Work*, 45(5), 403-412.

Schatz, M. S., Jenkins, L. E., & Sheafor, B. W. (1990). Milford redefined: a model of initial and advanced generalist social work. *Journal Of Social Work Education*, 26(3), 217-231.

Thyer, B. & Myers, L (2011). The quest for evidence-based practice: A view from the United States. *Journal of Social Work*. 11(1), 8-25. DOI: 10.1177/1468017310381812.

APA for papers

| 1 Unacceptable | 2 Beginning | 3 Adequate | 4 Competent | 5 Proficient |
|---|---|---|--|---|
| 4 or more mistakes on title page with Running head, and page numbers; 5 or more mistakes on APA 6 th formatting in- text citations; 5 or more mistakes on reference page APA formatting 0-50% for APA on papers | 3 mistakes on title page with Running head, and page numbers; 4 mistakes on APA 6 th formatting in- text citations; 4 mistakes on reference page APA formatting. Earns 51-75% on APA requirement. | 2 mistakes on title page with Running head, and page numbers; 2 mistakes on APA 6 th formatting in- text citations; 2 mistakes on reference page APA formatting. Earns 76-84%-on APA requirement. | 1 mistake on title page with Running head, and page numbers; 1 mistakes on APA 6 th formatting in- text citations; 1 mistakes on reference page APA formatting. Earns 85-94% on APA requirement. | No mistakes on title page with Running head, and page numbers; No mistakes on APA 6 th formatting in- text citations; no mistakes on reference page APA formatting. Earns 95-100% on APA requirement. |

| Writing mechanics for papers | | | | |
|--|--|---|--|--|
| 1 | 2 | 3 | 4 | 5 |
| Unacceptable | Beginning | Adequate | Competent | Proficient |
| <p>More than 5 grammatically incorrect sentences; More than 5 spelling errors. More than five sentences need major editing for clarity.</p> <p>Lacking introduction or conclusion</p> <p>Earns less than 51% on grading for writing mechanics.</p> | <p>Three to four grammatically incorrect sentences with more than 3 spelling errors. More than 3 sentences difficult to follow and could be deleted, edited or moved to other sections for clarity.</p> <p>Lacking clear introduction or conclusion</p> <p>Needs better transition between paragraphs.</p> <p>Earns 51-75% on grading for writing mechanics.</p> | <p>Grammatically correct sentences with 2-3 or fewer spelling errors. At least three sentences could be shortened, deleted or moved to other sections for clarity. Has clear introduction and conclusion.</p> <p>Occasionally may need to improve transition between paragraphs.</p> <p>Earns 76-85% on grading for writing mechanics</p> | <p>Grammatically correct sentences with 1-2 spelling errors. One or two sentences could be shortened, deleted or moved to other sections for clarity.</p> <p>Clear introduction and conclusion.</p> <p>Good transition between all paragraphs.</p> <p>Earns 86- 94% on grading for writing mechanics</p> | <p>Grammatically correct sentences with no spelling errors. Sentences are short, clear and to the point.</p> <p>Clear introduction and conclusion.</p> <p>Excellent transition between paragraphs.</p> <p>Earns 95-100% on grading for writing mechanics</p> |

See Cougar Courses for grading rubrics for assignment content