PSYC1010
Basic Psychology
COURSE SYLLABUS
HYBRID
TERM A
Fall Semester 201712

Semester: Fall 201712
Course Title: Basic Psychology
Course Number: PSYC1010
Credit Hours/ Minutes: 3 / 2250
Class Location: Room # 418 – 2:30pm-4:10pm
Class Meets: 40% Hybrid / 60% FTF- T/R
CRN: 60175

Instructor: David Standard
Office Hours: Mon. – Thur. 9:30am – Noon
Office Location: Rm. 418 Main building-Vidalia
Email Address: dstandard@southeasterntech.edu
Phone: 912-538-3173
Fax Number: 912-538-3156
Tutoring Hours: Thursdays 4:30pm-5:30pm

PREFERRED METHOD OF CONTACT: EMAIL

This course is taught in a hybrid format. Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

REQUIRED TEXT: Franzoi, Essentials of Psychology. Fifth Edition. BVT
ISBN: 978-1-61882-695-4

REQUIRED SUPPLIES & SOFTWARE: Supplies can include pencils, pens, paper, notebooks, etc.
Students are required to use Microsoft Applications for this class, specifically Microsoft Word.

Note: Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

COURSE DESCRIPTION: Presents basic concepts within the field of psychology and their application to everyday human behavior, thinking, and emotion. Emphasis is placed on students understanding basic psychological principles and their application within the context of family, work and social interactions. Topics include an overview of psychology as a science, the nervous and sensory systems, learning and memory, motivation and emotion, intelligence, lifespan development, personality, psychological disorders and their treatments, stress and health, and social psychology.

MAJOR COURSE COMPETENCIES: Contemporary Perspectives, Biological Foundations of Behavior, Sensation and Perception, Learning and Memory, State of Consciousness, Motivation and Emotion, Lifespan Development, Personality, Psychological Disorders and Treatments, Stress and Health Psychology, and Social Psychology.

PREREQUISITE(S): Provisional admission

COURSE OUTLINE:

I.   Contemporary Perspectives
II.   Biological Foundations of Behavior
III. Sensation and Perception
IV.   Learning and Memory
V.   State of Consciousness
VI.   Motivation and Emotion
VII. Lifespan Development
VIII. Personality
IX.   Psychological Disorders and Treatments
X.   Stress and Health Psychology
XI.   Social Psychology

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:
a.   The ability to utilize standard written English.
b.   The ability to solve practical mathematical problems.
c.   The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS (Hybrid): Students are expected to complete all tests and assignments by the due dates. <mark>NO assignments will be accepted after due dates</mark> and a grade of 0 will be assigned for all incomplete work. Completion of all critical thinking projects is required. **Students who do not turn in Research Papers or fail to present the paper through PowerPoint, will receive an <u>F</u> for the course.** PSYC1010 instructor requires students to submit all assignments through the Blackboard learning system. Exams will be taken on Blackboard. Students are required to submit all work in **Microsoft Word**. All assignments including essays, research papers, and drop box submissions which are not submitted through **<u>Microsoft Word</u>** will not receive credit. Instructor requires **<u>ALL assignments in APA format and submitted via Blackboard.</u>** **Assignments are to be submitted through Digital drop box or discussion boards only!** Students are responsible for policies and procedures included in the STC E-Catalog.

REMEMBER:
- Submit all assignments in a Word document.
- Always use APA formatting (including headings).
- Do not plagiarize. All assignments should be completed **in your own words**.
- Submit all assignments as **attachments** through the provided digital drop box(Assignments submitted in text box will receive a 0.)
- Do not submit any written assignment in text-like format. Use standard forms of writing.
- It is a good idea to save all your assignments on a jump drive or the student R-drive.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be accessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES: (tests, quizzes, homework, projects, etc.): Failure to take the chapter tests or final exam at the end of the semester will result in grades of zero. No make-up exams are allowed. If Internet or browser failure occurs, contact instructor immediately. A decision will be made at that time if the exam will be reset. Instructor reserves the right to deduct points from the exam scores for exceeding the scheduled time limit on the exam. Assignment due dates are listed on the syllabus. Therefore, you are expected to have the assignment completed at the beginning of class on the date that it is due. **There will be NO MAKEUP of Final Exams!**

NOTE: Students who have **NO absences** and **NO tardies** will be allowed to exempt the final exam. Students who have absences that are excused under STC's attendance policy are not excused to exempt the final exam– **no exceptions!**

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic*

dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct
The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--
Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--
Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--
Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu **.**

GRADING POLICY	**GRADING SCALE**	**TCSG GUARANTEE/WARRANTY STATEMENT**: *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*
Exams- 50%	A: 90-100	
Homework- 10%	B: 80-89	
Research Project- 20%	C: 70-79	
Final-20%	D: 60-69	
	F: 0-59	
Final Exempt		
Exams – 60%		
Homework- 20%		
Research Project- 20%		

Psychology 1010 Fall Semester 201712				
Date	Ch.	Content	Assignment/Homework	Comp. Area
Week 1 Aug. 16 & 18	Intro/ Overview	*First day of class/introduction to Course - Syllabi, Outline, Rules, Regulation Coverage* *Syllabus and Lesson Plan* ***Research paper and PowerPoint- 5pages- APA format*** *Blackboard overview for Class assignments* *Remind 101*	**Hybrid**-Start Here- Discussion Board –STC Pledge Acknowledgement (Located in getting started). **Due Aug. 18 by midnight.** **Hybrid**-Student Introduction Discussion Board- (Located in getting started) **Due Aug. 18 by midnight.** Read Chapters 1, 2 & 4.	I a, b, c
Week 2 Aug. 23 & 25	Ch. 1,2, & 4	**Class**: Lecture and Discussion Chapter 1: *Psychology as a Science* **Class:** Lecture and Discussion Chapter 2: *Neurological and Genetic Basis of Behavior* **Class:** Lecture and Discussion Chapter 4: *Sensation & Perception*	**Hybrid -EXAM CHAPTERS 1, 2, & 4 Sept. 1 by midnight.** **Hybrid-**Frankl Assignment Discussion Board – Read document from his book. Complete the discussion board -**Due sept. 1 by midnight.** Read Chapters 5 &13	I II,III a, b, c
Week 3 Aug.30 & Sept. 1	Ch. 5 & 13	**Class:** Lecture and Discussion Chapter 5: Consciousness **Class:** Lecture and Discussion Chapter 13: Stress, Coping & Health	**Hybrid-EXAM CHAPTERS 5 & 13 Sept. 8 by midnight.** **Hybrid-** Stress Discussion Board. (You will have to start the thread before you can read others posts**). Due Sept. 8 by midnight** Read Chapters 6 - 9	V, X a, b, c
Week 4 Sept. 6 & 8	Ch. 6 - 9	**Class:** Lecture and Discussion Chapters 6: *Learning* **Class:** Lecture and Discussion Chapter 7: *Memory* **Class:** Lecture and Discussion Chapter 8: Thinking, language, & Intelligence **Class:** Lecture and Discussion Chapter 9: Motivation and Emotion	**Hybrid- EXAM CHAPTERS 6-9. Due Sept. 15 by midnight.** **Hybrid-**Vygotsky's Paper-(drop box has instructions). **Due Sept. 15 by midnight.** **Hybrid-** Memory Video Discussion Board **Due Sept 15 by midnight.** Read Chapters 10 & 3	IV,VI a, b, c

Week 5 Sept. 13 & 15	Ch. 10 & 3	**Class:** Lecture and Discussion Chapter 10: *Personality* **Class:** Lecture and Discussion Chapter 3: *Human Development*	**Hybrid-EXAM CHAPTERS 10 & 3 Due Sept. 22 by midnight.** **Hybrid-**Big Five Discussion Board**-**go to the website-outofservice.com- complete the BIG Five Personality Test. **Due Sept. 22 by midnight.** **Hybrid-** Bucket List Discussion Board Post- 10 things you have always wanted to do before you get too old or die "a bucket list" **Due Sept. 22 by midnight.** Read Chapters 11,12, & 14	VII,VIII a, b, c
Week 6 Sept. 20 & 22	Ch. 11,12, & 14	**Class:** Lecture Chapter 11: *Psychological Disorders* **Class:** Lecture Chapter 12: *Therapy* **Class:** Lecture Chapter 14: *Understanding Social Behavior*	**Hybrid-EXAM CHAPTERS 14 - Due Sept. 29 by midnight.** **Hybrid-** Personality Disorder Drop Box- **This will count as an exam score for Chapters 11 & 12 Due Sept. 29 by midnight.** **Hybrid**- **Character Analysis Research Paper due Sept. 29 by midnight.** **Hybrid- PowerPoint Presentation-due Sept 26 by midnight.** **This is Monday! Presentations will start on Tuesday Sept 27.** Read Chapters 1-14.	IX, XI c
Week 7 Sept. 27 & 29	1-14	**Class PowerPoint Presentations**		I – XI a, b, c
Week 8 Oct. 4		**FINAL EXAM**	**FINAL EXAM In class. It will cover all material from chapters 1 - 14**	I – XI a, b, c

Instructor reserves the right to change syllabus as necessary

MAJOR COURSE COMPETENCIES:
I. Contemporary Perspectives
II. Biological Foundations of Behavior
III. Sensation and Perception
IV. Learning and Memory
V. State of Consciousness
VI. Motivation and Emotion
VII. Lifespan Development
VIII. Personality
IX. Psychological Disorders and Treatment
X. Stress and Health Psychology
XI. Social Psychology

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:
a. The ability to utilize standard written English.
b. The ability to solve practical mathematical problems.
c. The ability to read, analyze, and interpret information.

PowerPoint Presentation Rubric

Name_____
Date_____
Course_____
Title of Presentation_____

Category	5 points	4 points	3 points	2 point
Background, Text and Font/ Formatting	Background does not distract from text or other graphics. Choice of background is appropriate for this project. Font formats (color, bold, italics) have been carefully planned to enhance readability and content	Background does not distract from text or other graphics. Choice of background could have been better for this project. Font formats (color, bold, italics) have been carefully planned to enhance readability	Background does not distract from text or other graphics. Choice of background does not fit this project. Font formats (color, bold, italics) have been carefully planned to compliment the content but may be difficult to read	Background makes it difficult to see text or competes with other graphics. Font formatting makes it difficult to read
Content / Accuracy	All content throughout the presentation is accurate. There are no factual errors	Most of the content is accurate but there is one piece of information that may be inaccurate	The content is generally accurate, but one piece of information is clearly flawed or inaccurate	Content is typically confusing or contains more than one factual error. Difficult to follow presentation
Spelling and Grammar	Presentation has no misspelling or grammatical errors	Presentation has 1-2 misspelling but no grammatical errors	Presentation has 1-2 grammatical errors but misspelling errors	Presentation has more than 2 misspelling and/or grammatical errors
Use of Graphics	All graphics are attractive (size and colors) and support the research paper theme / content	A few graphics are not attractive but all support the research paper theme / content	All graphics are attractive but a few do not seem to support the theme / content of the research paper	Several graphics are unattractive AND detract from the content of the presentation
Presentation	Presentation contained all components necessary to thoroughly present research topic, Student presented topic with confidence speech quality was exceptional	Presentation contained most components necessary to thoroughly present research topic, Student could have presented topic with more confidence speech quality was good	Presentation was missing 1-2 components necessary to thoroughly present research topic, Student needed to presented topic with more confidence speech quality was poor with several pauses or unnecessary nervous tics (um's)	Presentation was missing several key components necessary to thoroughly present research topic, Student was unable to fully present the topic to before the class
Points Possible- 100 Final Score_____	_____X4	_____X4	_____X4	_____X4

Comic Character Analysis Assignment -PSYC 1010- Student_____

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations	Total Points
Critical Thinking/ Analysis	Paper is rich in content. Generates thought provoking questions. Writer shows insight and analysis of Chosen comic hero or villain. Paper identifies and explores Jung's archetypes, Environmental/social influences, genetic influences, personality, mental illness/disorder, conflicts and motivation. At least 6 of the critical areas were fully explained and behavior examples were given to further prove conclusions. Each statement is carefully analyzed and understanding character is clear. Analysis is consistent with and writing indicates extensive research and critical thinking strategies were use to develop conclusions. Writing indicates deeper searches to include peer review articles and differing theoretical opinions.	Writing is substantial in content. Shows some insight and analysis has taken place. Clear understanding of character analysis is not easily interpreted. Writer covers 4 to 5 of the critical areas but is unable to make clear connections between behavior and character development. Moderate research is conducted as evidenced by some new information introduced but lacks a deeper understanding of main criteria.	Writing is generally competent. Information is thin and commonplace. Writing shows a lack of understanding Character analysis. Writer conduct minimum analysis, covering only 1 to 3 of the critical areas of analysis. Some insight is evident but writer goes no father than minimum research such as Wikipedia.	Rudimentary and superficial. No analysis or insight is displayed. Assignment not understood.	____X 10 Total___ __
Connections	Clear connections to Comic hero/villain Clear examples were identified and related to behavior and thought of selected subject, Focus and explanation of archetypes, environmental/social influences, personality, biological/genetic influences, personality traits, mental illness/disorders, conflicts, and motivations were clearly identified. Clear connections were made to psychological theories. Writer used real world examples and explanations to identify behavior and thought processes.	Connections are somewhat evident. Some connection with comic hero/villain situations but not very clear or obvious. Writer may have successfully identified 4-5 of critical areas and provided connections to psychological theories or explanations.	Limited connections. Vague generalities.	No connections. Off topic.	____ X 4 Total___ __
Uniqueness	New Ideas. New Connections. Writer clearly expressed insight and formulated new ideas and critical "outside the box" thinking. Writer gives hypothetical examples of how theories could be applied to villain/ super hero character.	Contains new ideas or insight, but lacks depth and/or detail. Writer is unable to elaborate on ideas.	Few or no new ideas or connections. Writer rehashed or summarized classroom discussion.	No new ideas. Paper based on instructor's lecture and resubmitted notes. No insight or uniqueness evident.	____ X 3 Total___ __
Stylistics	1 or 2 grammatical or stylistic errors.	3-5 grammatical or stylistic errors.	5 or more obvious grammatical errors. Errors interfere with discussion content.	Obvious grammatical errors that makes understanding impossible.	____ X 3 Total___ __
					Total Pts. ___/100

Notes:

Discussion Board Rubric- Social Sciences

Instructor: David Standard

All discussion boards **MUST** contain 1 post and a minimum of 2 replies

Original Post must contain a minimum of **100 words**

Replies must contain a minimum of **50 words**

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations
Critical Thinking	Discussion is rich in content. Generates thought provoking questions. Poster shows insight and analysis of subject	Discussion is substantial in content. Shows some insight and analysis has taken place.	Discussion is generally competent. Information is thin and commonplace	Rudimentary and superficial. No analysis or insight is displayed
Connections	Clear connections to previous or current real life situations.	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious	Limited connections. Vague generalities	No connections. Off topic
Uniqueness	New Ideas. New Connections. Discussions are made with depth and detail	Contains new ideas or discussions but lacks depth and/or detail	Few or no new ideas or connections. Discussions rehash or summarize other postings.	No new ideas. " I agree with…" "I like that concept…." Etc…. statements
Timeliness	ALL required postings are completed in advance of deadline. Discussions and replies are completed throughout the discussion to ensure that others have time to read and respond	All required discussions are completed by deadline. Some replies or discussions are not completed in time for others to read and respond	All required discussions are completed at the last minute without allowing time for others to read and respond.	Some or all required postings are missing
Stylistics	1 or 2 grammatical or stylistic errors	3-5 grammatical or stylistic errors	5 or more obvious grammatical errors. Errors interfere with discussion content	Obvious Grammatical errors that makes understanding impossible
TOTALS				
X 4				
Total Pts. ___/100				

NOTES:

Vygotsky Assignment PSYC 1101- RUBRIC

Instructor _____

Student_____

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations	Total Points
Critical Thinking/ Analysis	Paper is rich in content. Generates thought provoking questions. Writer shows insight and analysis of at least one of Vygotsky's social learning theories. Each statement is carefully analyzed and understanding of social learning theories is clear. Research indicates deeper searches to include peer review articles and differing theoretical opinions.	Writing is substantial in content. Shows some insight and analysis has taken place. Clear understanding of social learning theory is not easily interpreted.	Writing is generally competent. Information is thin and commonplace. Writing shows a lack of understanding of Social Learning theory. Little analysis and insight is evident. Writer goes no father than minimum research such as Wikipedia	Rudimentary and superficial. No analysis or insight is displayed. Assignment not understood.	____X 10 Total_____
Connections	Clear connections to previous or current real life situations. Clear examples were identified and related to social learning situations including teaching environments, child rearing and observational learning.	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious	Limited connections. Vague generalities	No connections. Off topic	____ X 4 Total_____
Uniqueness	New Ideas. New Connections. Writer clearly expressed insight and formulated new ideas and critical "outside the box" thinking. Writer gives hypothetical examples of how Vygotsky's theories could be applied.	Contains new ideas or insight but lacks depth and/or detail. Writer is unable to elaborate on ideas	Few or no new ideas or connections. writer rehashed or summarized Classroom discussion	No new ideas. paper based on Instructors lecture and resubmitted notes. No insight or uniqueness evident	____ X 3 Total_____
Stylistics	1 or 2 grammatical or stylistic errors	3-5 grammatical or stylistic errors	5 or more obvious grammatical errors. Errors interfere with discussion content	Obvious Grammatical errors that makes understanding impossible	____ X 3 Total_____
					Total Pts. ___/100

NOTES:

Personality D/O Assignment PSYC 1010- RUBRIC

Student_____

DATE_____

Criteria	5 Points Outstanding	4 Points Proficient	3 Points Basic	2 Points Below Expectations	Total Points
Critical Thinking/ Analysis	Writing is rich in content. Personality disorders are clearly identified. Writer shows insight and analysis by Identifying 4 or more behavioral symptoms. writer gives clear and precise real world examples of diagnosis criteria	Writing is substantial in content. Shows some insight and analysis has taken place. Identifying 2-3 behavioral symptoms. Writer gives some evidence of real world examples but writing is general	Writing is generally competent. Information is thin and commonplace. Writer Identifies less than 2 symptoms. Little analysis and insight evident. Writer goes no father than textbook definitions	Rudimentary and superficial. No analysis or insight is displayed. Only text examples are given	____X 10 Total_____
Connections	Clear connections to previous or current real life situations. Clear examples were identified and related to personal experiences. Writer relates the diagnosis back to DSMIV criteria. Obvious research has been conducted	Connections are somewhat evident. Some connection with real life situations but not very clear or obvious. Limited research and limited connection to DSMIV criteria	Limited connections. Vague generalities. Writer repeats information found in text book or lecture.	No connections. Off topic	____X 4 Total_____
Uniqueness	New Ideas. New Connections. Writer clearly expressed insight and formulated new ideas and critical "outside the box" thinking	Contains new ideas or insight but lacks depth and/or detail. Writer is unable to elaborate on ideas	Few or no new ideas or connections. writer rehashed or summarized Classroom discussion	No new ideas. paper based on Instructors lecture and resubmitted notes. No insight or uniqueness evident	____ X 3 Total_____
Stylistics	1 or 2 grammatical or stylistic errors	3-5 grammatical or stylistic errors	5 or more obvious grammatical errors. Errors interfere with discussion content	Obvious Grammatical errors that makes understanding impossible	____ X 3 Total_____
					Total Pts. ___/100

NOTES: